

FORTY YEARS OF TEACHING ENGLISH

APIBA 1971-2011

**A History of the Asociación
de Profesores de Inglés
de Buenos Aires**



TWICE TWENTY AND
NOT A DAY OLDER
THAN MOM.
WHO IS ONLY FORTY!
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RAYMOND A. DAY

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Raymond A. Day

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Foreword to the First Edition

As the 30th Anniversary of the Association approached we seriously studied the possible ways in which we might celebrate this landmark in the history of our Association. As with many other actions where we have tried to please as many members as we possibly could, we concluded that the wisest option was to celebrate it in different forms. It was thus that we volunteered as organizers of the FAAPI 2001 Conference, which turned out to be a great success. As part of this event, we also co-sponsored the conference participant folders, so that everyone could keep a memento of our celebration. Thus we had covered the academic and symbolic aspects of the Anniversary. But then we thought we needed something of an institutional nature, something that told us more about the Association, its policies, the events it organized, the people who were involved, in one word: its history. And so it was that we commissioned this work.

Now that it is completed, we see that it provides us with new questions and plenty of food for thought. Certain patterns seem to emerge, such as the drive of a small group of deeply committed teachers who, even in the face of indifference, seek to further the cause of the Association; or the perennial need to adapt to the times, albeit in a reactive manner; or the lack of continuity of policy and individuals cohabiting with the resurgence of the same concerns over and over. Above all, commitment to an ideal seems to be paramount in these three decades, particularly as this ideal seems to be an ever-changing goal-post: from teacher development, to fighting for teachers' rights and representing the profession before society at large. The goals are many, as diverse as are the members of the Association. The heterogenous nature of the membership is a challenge in itself, but it is only through the plurality of voices being heard that the Association can progress.

This volume takes us through the founding and first years of the Association up to the present day; it discusses the nature and number of events organized throughout the years, and analyses the challenges for the future. A crucial feature of this rendering of the history of APIBA is the recourse to the protagonists themselves who, in their own words, tell us what the Association stands for, and what challenges it faces now. Through this approach we can profit from a myriad of views and ideas that influenced the Association in many different ways, and continue to do so to this day.

Finally, we would like to express our appreciation to Dr. Raymond Day for the thorough and perceptive work carried out in compiling this history of the Association. We hope that the important issues and trends it outlines will lead to much reflection and improvement within the Association.

APIBA Committee

Preface to the First Edition

This history was commissioned by APIBA to celebrate the Association's thirtieth anniversary in 2001. Ostensibly a brief history of the Association's work and achievements over its thirty-year life, the work also provides some critical assessment of the role of APIBA past and present.

A significant part of this edition is given over to the recollections of former Committee members and Presidents who offer their own accounts of APIBA's origins, aims and the challenges they and the Association faced at various times in its history.

This work is not a scholastically rigorous account of the deeds of the Association, nor is it a laudatory, sentimental list of Association Committees and events. It is rather a review that hopefully provides some stimulus for discussion among APIBA members and those who will develop the Association in the new century. The Association is at a critical juncture in its history at the moment of publication. Having recently organised one of the largest, and most successful Federation Conferences ever (in the words of the current Federation President, Dr. Mario Lopez Barrios) it is again at the centre of the Argentine English Teachers' profession. Simultaneously, age-old problems of unstable membership, apathy and Committee succession plague APIBA just as severely as they always have. The present Committee was largely unable to stand down at the 2001 Annual General Meeting, in the midst of the FAAPI Conference, because no new set of candidates could be found among the membership to assume the work of the outgoing members. The AGM asked them to stay on and, with very few exceptions, they did. There is currently much discussion among various quarters about the role, shape and possible future existence of the Association. This work, hopefully, will contribute to that debate.

I interviewed various individuals during the research of this work and consulted numerous others. I would like to thank the following for their time, advice and generous responses to my questions: Ana María Anta Paz de Castagnino, María Inés Artigas de Cambiasso, Cristina Banfi, Aldo Blanco, Rolando Costa Picazo, Efraín Davis, Jorge Ghenadenik, Susana Gullco de Groisman, Daniel Reznik, Nelly Shakespear, Beatriz Tosso, Cristina Thomson de Grondona White and María Teresa Viñas Urquiza. I would specifically like to thank Aldo Blanco and María Teresa Viñas Urquiza for their diligence in proof-reading this document and their corrections and insightful and helpful suggestions. Needless to say all errors remaining are my own.

Raymond A. Day, *Bs. As.* 2002

Preface to the Second Edition

In 2001 APIBA commissioned me to write a history to commemorate their thirtieth anniversary. In 2011, after another decade of determined activity in the face of complicated historical and social circumstances in Argentina, I was asked to do an update of the history for the fortieth anniversary. This update, like the original history, aims similarly to describe APIBA's work and achievements in the last decade, and provide some critical appraisal of how the association met the challenges it was facing in 2001. Also, as in the original, it is intended as a basis for further discussion about the association's future role.

As in the first edition, significant space has been allotted to the reflections of former presidents, in this instance, Cristina Banfi, Sandra Revale, Stella Schulte, and Analía Kandel (the incumbent at the time of writing). APIBA presidents, past and present offer a fascinating insight into the identity of the association, because they are themselves, generally among the most dedicated and long serving members. As there are no earnings, little power, and not much prestige involved in the job of APIBA president, those who take it on generally do so as a duty rather than a reward, based on perception of civic obligation rather than professional ambition. Unsurprisingly, they come from the same core membership that has perpetuated the association through the upheavals of forty years of Argentine history.

Times have changed and this edition comes out on the internet rather than in print. This, in itself, is indicative of the new historical context in which APIBA now finds itself. There has been a digital revolution in the last decade and APIBA has moved on from workshops and newsletters to tweets, blogs, and webinars. It has taken advantage of new technologies to increase 'its visibility' in the words of the current president. But innovation in communication media has been part of a broader trend in the last decade that can generally be summed-up as a sustained effort to reach out to the young. This theme is pervasive in the account that follows.

Raymond A. Day *Bs. As. 2012*

Acknowledgements

“The following organisations have supported and continue to support APIBA in its endeavours to bring English language teachers together.”

Cambridge English Assessment
Norwich Institute for Language Education
Oxford University Press
Macmillan Publishers SA
SEA – Asociación de Centros de Idiomas

Chapter 1 - Foundation and Administration, 1971-2011

Early on Monday evening on March 29th 1971, a handful of teachers gathered at the offices of the *English Language Journal* on Paraná and Perón, in the heart of the Capital, to discuss the formation of an Association of Teachers of English of Buenos Aires.¹

It was not a new idea. Associations of Teachers of English had already been formed in Córdoba, Tucumán and Salta. Of pressing concern to those gathered to discuss an Association for Buenos Aires was the fact that the following month a meeting had been planned in Córdoba to form an Argentine Federation of Teachers of English that would link the existing Associations together. Buenos Aires did not want to be left out!²

The Federation of Argentine Associations of Teachers of English, later to be known as FAAPI, was duly founded on April 10th 1971, under the presidency of David Powell, incorporating the existing Associations of Córdoba, Tucumán and Salta. Aldo Blanco as an Ordinary Member of the FAAPI Committee, and the only teacher from Buenos Aires, was an important link between this, largely *Cordobesa*, initiative and the Capital, and was able to publicise developments through his editorship of the newly established *English Language Journal*. In his June editorial Blanco reflected on “an eventful year for the English teaching profession in Argentina” as new Associations of English teachers were “rapidly coming into existence” including a second *Cordobesa* Association, one in Jujuy and another in Santa Fe following fast on the heels of the three original FAAPI member Associations mentioned above.³

On September 25th, at an “Elective Assembly” held at the William Blake Institute (Ayachucho 1176), a group of Buenos Aires English teachers gathered to discuss a project for the Statutes of the Association, adopted a constitution and formed an “Executive Committee”.⁴ Duly formed, the *Asociación de Profesores de Inglés de Buenos Aires* (APIBA), under the presidency of Sarah M. Mouzo, offered its first round-table discussion on “Curriculum and Lesson Planning” at the *Bolsa de Cereales* on Corrientes Avenue in December. Anyone interested in becoming a member was invited to write to the President at her home or to enquire at the offices of the *ELJ* where Aldo Blanco, Secretary of the Association, would respond. APIBA also published its intention to hold a meeting on the first Monday of every month in 1972, from April to October, again at the *Bolsa*, where “Five-Minute Talks” would be given on any aspect of the English teaching profession at each meeting. APIBA would, of course, be seeking to join the Federation.⁵

¹ “News & Notices – 8.” *The English Language Journal*. 2.1 (1971): 106

² “News & Notices – 11.” *The English Language Journal*. 2.1 (1971): 107.

³ See Editorial, *The English Language Journal*. 2.2 (1971): 111-113. The first issue of the *ELJ* appeared in March 1970.

⁴ “APIBA Newsletter No. 1 – March 1972”, APIBA Papers, “News & Notices – 5.” *The English Language Journal*. 2.3 (1971): 282.

⁵ “News & Notices – 5.” *The English Language Journal*. 3.1 (1972): 76.

APIBA's objectives, as stated in its Statutes, were to encourage the professional development of Teachers of English, to develop links between Argentine English teachers and educational and cultural institutions, both Argentine and international, promoting the dissemination of the English language and culture and the improvement of its teaching, and to promote and develop the solidarity and mutual co-operation of its members. It was also to improve the professional development of its members, assisting in the development of teacher-training curricula and courses. Finally APIBA was to be the collective professional voice before educational and governmental authorities, participating in the development of laws and regulations affecting the professional activity of its members.⁶

Joining the Federation of Argentine Associations of Teachers of English was a logical first step for the nascent Buenos Aires Association, seeking to incorporate itself as part of a, by now, nationwide movement to organise teachers of English into professional bodies.⁷ APIBA had first to tackle an early issue raised in the 3rd FAAPI Annual Assembly, in February 1973, that was to test and establish a key part of its identity as an organisation. Originating from the Mendoza delegation, two motions, were introduced at the FAAPI Assembly that were to directly affect all member Associations and their relative influence in the Federation. The first was that Associations should accept only graduate teachers as members; the second was that the number of delegates an individual Association might send to the FAAPI Assembly be determined by the size of their membership roll.⁸ Given that these motions involved a change in Federation Statutes, a special Federation Assembly was called for June that year. In the meantime the local Associations were to establish their positions on this change, APIBA included, which called for a special meeting in May, at the *ELJ* offices, open "to all teachers of English".⁹

At that Extraordinary General Meeting of APIBA of 19th May 1973, those assembled voted unanimously in favour of changing the Statutes of the Association to restrict membership to teachers who had graduated from Universities or Teacher Training Colleges (*Profesorados*) in Argentina. Association activities, such as lectures and seminars, were still to be open to any interested parties whether members or not.¹⁰ With this act APIBA not only affirmed its unity with the Federation but also defined

⁶ "La Asociación tiene por objeto. a) Fomentar el perfeccionamiento de los profesores de inglés y trabajar por la constante superación y actualización de los planes de estudio, programmas y métodos de enseñanza de la especialidad en todos los niveles; b) Gestionar ante las autoridades competentes la sanción de las leyes, reglamentos y resoluciones que establezcan o actualicen normas para el ejercicio del profesorado y las remuneraciones correspondientes; c) Estrechar los vínculos entre los profesores de inglés y las instituciones educacionales y culturales, argentinas y extranjeras, que propendan a la difusión de la lengua y cultura inglesa y al mejoramiento y mayor extensión de su enseñanza; d) Fomentar las relaciones y la solidaridad entre los socios que agrupa." Artículo 2º.- Del Objeto - ASOCIACION DE PROFESORES DE INGLES DE BUENOS AIRES Personería Jurídica, exp. C. 7111, resolución 8524 del 20 diciembre 1979 ESTATUTOS

⁷ By February 1973 there were nine associations in Argentina stretching from Salta in the north to Neuquén in the South.

⁸ Currently two delegates per Association attend the FAAPI annual assembly irrespective of the individual Association's size.

⁹ "News & Notices – 4 & 8." *The English Language Journal*. 4.1 (1973): 50-52

¹⁰ "News & Notices – 7." *The English Language Journal*. 4.2 (1973): 116. The FAAPI Special Assembly that took place in Cordoba on June 16th accepted the first (exclusivity of graduate teacher membership) and rejected the second (number of delegates to the FAAPI assembly to be determined by the size of an Association's membership) of the Mendoza motions "APIBA Newsletter No. 3 – June 1973", APIBA Papers

itself more precisely as a professional organisation. To be an English teacher in the eyes of APIBA and FAAPI, you needed a degree. Thus, standards were erected that assured a certain professional competence while simultaneously excluding a large number of potential members working as English teachers without certification from recognised institutions.

In September 1974, APIBA, on its third anniversary, elected a new executive Committee in which Jorge Lewis replaced Sarah Mouzo as President and Ana Goyeneche moved from Treasurer to Secretary to replace Aldo Blanco. Blanco left the Committee after a dispute over the funding of a National Applied Linguistics conference being organised in Salta that month by the Asociación Salteña de Profesores de Inglés (ASPI).¹¹ His departure severed much of the fertile relationship between the *ELJ* and APIBA which now charted its own course and found new offices.

The annual pattern of activity now consisted of regular meetings, periodic seminars on specific topics of interest to members and a grander annual seminar that would last a day and include several speakers. The FAAPI annual seminar/conference would also be publicised through APIBA sometime towards the end of the school year the Association would hold its AGM to partially re-elect/renew half of the Executive Committee members in accordance with Article 8 of its Statutes.

In December 1978, APIBA, at its AGM, celebrated its autonomy, emphasising the importance of having its own office, on Lavalle and Paraná streets, rented for four hours a day as a venue for Committee meetings and a “focal point of Association activity.” Furthermore, APIBA was on the verge of being granted legal status as an Association or *Personería Jurídica*. Accountancy methods adopted that year had assured compliance with requirements for such status. Nelly Shakespear was chosen as new President.¹²

That winter the *Personería Jurídica* was acquired, authorised by the *Ministerio de Justicia de la Nación*. APIBA was now legally recognised, its Statutes having been duly modified and “approved”. Shakespear reflected in the August Newsletter on the role of Jorge Lewis in starting the process during his presidency and the legal guidance provided by Daniel Martini. From this point on, a *Comisión de Cuentas* would be required to function alongside the Committee.¹³

In November, 1980 Shakespear mentioned in the newsletter the acquisition of APIBA’s *Personería Jurídica* as “something that calls for a little celebration” that would take place at the meeting on December 13th.¹⁴ At this meeting, elections for the

¹¹ It was rather bold for a provincial English Teachers’ Association to unilaterally organise a “national” conference outside of Buenos Aires. But the Salta conference did, tentatively, set a trend. Six years later, in October 1980, the Catamarca English Teachers’ Association, also organised a national conference on “Objectives for the Teaching of English in Secondary Schools.” This conference, with an attendance of c.140 teachers, from various provinces, came to be known as “The Second Argentine Conference of English Teachers”; implying the Salteña conference had been the first. Meanwhile, FAAPI, had been holding annual, national meetings every year since 1971. See “The Second Argentine Conference of English Teachers.” *The English Language Journal*. 11.3-4 (1980): 124-129 for the report.

¹² “News & Notices – 1.” *The English Language Journal*. 11.1 (1980): 31

¹³ “APIBA Newsletter No. 27, Aug. 1980” APIBA Papers.

¹⁴ “APIBA Newsletter No. 29, Nov. 1980” APIBA Papers.

partial renewal of the APIBA Committee at its AGM resulted in Rolando Costa Picazo's election as President, taking the reins of an Association that had now acquired its legal status.¹⁵ This development boded ill for APIBA's relationship with the Federation.

At its March 3rd 1982 Executive Committee meeting APIBA unanimously decided to disassociate itself from the Federation stating the fact that FAAPI was "inoperative, demands tributes from its members and does not offer any service in return" as justification.¹⁶ APIBA's newsletter of June 1982 announced the resignation from the Committee of Jorge Lewis, an instrumental figure in the early years of the teachers' Association, APIBA's decision to separate from the Federation for 'strong legal reasons' that Lewis could not accept, as a cause. Attached to the June newsletter the following explanation from this development was given:

APIBA would like to explain to its members the reasons that have led to its separation from the Federation. In the first place, we would like to clarify that "separation" cannot really exist in the absence of "union". Nowhere in the Statutes of APIBA is affiliation with the Federation mentioned. Nonetheless, in response to the remarks of a small group of members, we have consulted the *Inspección General de Persona Jurídicas*. In their formal response they informed us that there is no means by which an Association such as ours, with legal identity, can be affiliated to another without legal identity and which is therefore outside the regulation of the Justice Ministry. APIBA cannot, therefore, legally belong to the Federation, nor can it contribute a percentage of membership fees to enlarge the coffers of an entity that does not fulfill its legal requirements.

It has come to our attention that a misinformed group of our members has started to sign a petition to the Executive Committee demanding an Extraordinary Meeting with the objective of discussing "the advantages and disadvantages of APIBA being affiliated to the Federation". Given our legal context, any benefits, should they exist, are irrelevant, and, as such, such a meeting would be inappropriate.¹⁷

The rift with FAAPI took years to heal. It was not until the tenure of Susana Gullco de Groisman (March 1985 – Dec. 1986) that the first tentative overtures were made to Florencia Chaudet, FAAPI's traditionally most influential figure, then in Rosario, to

¹⁵ "News & Notices – 2." *The English Language Journal*. 12.1 (1981): 30

¹⁶ "APIBA Newsletter No. 34, March 1982" APIBA Papers.

¹⁷ "La Asociación de Profesores de Inglés de Buenos Aires se dirige a sus asociados con el fin de explicarles las razones que la llevaron a separarse de la Federación. En primer lugar, corresponde aclarar que no existió separación, puesto que nunca hubo unión. No figura en los estatutos de la Asociación de Profesores de Inglés de Buenos Aires que ésta esté afiliada a la Federación. Sin embargo, debido a los comentarios de un número reducido de socios, nos asesoramos con la Inspección General de Persona Jurídicas. En la Asesoría Letrada se nos informó que de ninguna manera puede una Asociación como la nuestra, con personería jurídica, estar afiliada a otra que no la tiene y que por ende no está sujeta a ningún contralor del Ministerio de Justicia. La Asociación, por lo tanto, no puede legalmente pertenecer a la Federación ni destinar un porcentaje de las cuotas de sus asociados para engrosar las arcas de una entidad que no cumple con ningún requisito legal.

Ha llegado a nuestro conocimiento que un grupo de nuestros socios, mal asesorados, han procedido a firmar una nota dirigida a la Comisión Directiva solicitando la realización de una asamblea extraordinaria con el fin de que se debata 'la conveniencia o no de que la Asociación de Profesores de Inglés de Buenos Aires esté afiliado a la Federación'. Dado que es imposible decidir si es conveniente o no, pues no corresponde desde el punto de vista legal, convocar a una asamblea extraordinaria sería improcedente." "Attached Sheet - APIBA Newsletter No. 35, June 1982" APIBA Papers.

bring APIBA back into the Federation fold. It took ten years for the re-unification to be completed, with the 1994 FAAPI Conference being held in Buenos Aires as formal recognition of this. The Costa Picazo Committee's breach had as much to do with reluctance to pay FAAPI dues as it did with legal propriety, but it did serve as an incentive for FAAPI to get its legal house in order, even if indignantly.¹⁸

Having excluded itself from the Federation in the early 1980s, APIBA, on trying to rejoin from the mid-1980s found it was cold-shouldered by FAAPI over a technicality regarding the number of years Association members had studied to acquire their degree. While all teachers' Associations agreed that only graduate teachers could be members, FAAPI stipulated a refinement to this formula; namely, only graduate teachers from institutions with a minimum of four years training could be Federation members. Florencia Chaudet, then FAAPI President, argued that if APIBA was to rejoin the Federation, its Statutes would need to be amended to conform to the four-year provision. This placed APIBA in an awkward position as a sizeable minority of its members were graduate teachers from programmes of less than four years duration e.g. those from some two-and-a-half year programmes at elite *Profesorados* like the *Lenguas Vivas*, and the *Lengüitas*; presumably these teachers' membership (and, by implication, professional status) would be in jeopardy. María Cristina Thomson de Grondona White's Committee confronted this impasse in 1987, holding direct talks with Chaudet floating the possibility that FAAPI might amend its own Statutes to facilitate APIBA affiliation as a less controversial solution. Chaudet agreed to sound out the FAAPI chapters over this option and both parties agreed to open regular communication channels for "the benefit of the Argentine English-teaching professionals".¹⁹

The early 1980s were tumultuous times for all those connected with English teaching and things British in Argentina as a consequence of the shock and aftermath of the Malvinas/Falklands War of 1982 which saw the exit of the British Council from the ELT scene for nine years while British diplomatic relations with Argentina were severed. The Council had often played the friendly aunt to APIBA in its early years and its departure, while not of great importance to the Association's activities, echoed a decline in its fortunes, a period during which it endured low membership, low revenues and general apathy.²⁰

In the midst of this APIBA was able to formally establish what would become a yearly tradition: the Annual Seminar. The First Annual Seminar, a two-day event, was organised by Susana Gullco de Groisman's Committee for August 1985 and included workshops, lectures and panels on Literature, Language, Methodology, Teacher Training, Linguistics, and even Elizabethan Music, offered by twelve speakers, former Presidents among them, and attracting over 120 participants from Buenos Aires and beyond.²¹

¹⁸ Susana Groisman, Personal Communication.

¹⁹ "APIBA Newsletter, No.2 1987" APIBA Papers. Efraín Davis also claims his Committee to have been instrumental in the re-insertion of APIBA into FAAPI during intense negotiations in Córdoba in 1993. Davis, Personal Communication.

²⁰ Groisman claims that when she was approached by Rolando Costa Picazo and Adriana Boffi de Cánepa in 1984 to persuade her to take over, they viewed the Association as "finished" having scarcely twenty members to comply with its statutory minimum membership requirement.

²¹ "APIBA Newsletter, Nov. 1985" APIBA Papers.

June 1986 saw APIBA's first meeting at the *Colegio Nacional de Buenos Aires* to discuss its contribution to the *Congreso Pedagógico*, a long and ambitious consultation process sponsored by the Alfonsín administration to reform the Nation's education system. Beatriz Santiago, Educational Advisor to the Chamber of Representatives and a member of the Technical Team working on the *Congreso* since 1984 led the discussion with an outline of the aims of the consultation programme. The outcome of this meeting was the establishment of four APIBA workgroups with the aim of submitting 'concrete proposals' in the following areas: the vertical and horizontal articulation between the tertiary level and the university system; the system for the appointment of tenured teachers; the global discussion in education; the hierarchy of the degree and the role of the teacher of English.²²

Groisman's Committee also made representations to the federal government over "inconsistencies of criteria applied to the consideration of degrees granted by tertiary level institutions". This was the first evidence of APIBA addressing a persistent problem confronting Argentine language teachers graduating from the *Profesorados*; namely, the status of their degree.²³ A special Sub-Committee of APIBA members had drawn up and presented their ideas to the *Subsecretaria de Conducción Educativa*, at the Ministry of Education, *Profesora* Nelly Z. de Speroni, in June, 1986. In the absence of a reply the Sub-Committee followed up with a second interview in October, with little in the way of further development.²⁴

The election of Jorge Ghenadenik to the presidency of APIBA in November 1988 heralded an upswing in the Association's fortunes. Ghenadenik's Committee brought in an agenda including: a 'professional revaluation campaign'; a 'brokerage service' for members seeking employment; a consultation service to investigate and draw up guidelines for fees members could charge for their services; refresher courses in Language and Methodology for members; and a surface revamp of APIBA's image which included moving office to KEL Ediciones on Talcahuano and M.T. de Alvear streets in Barrio Norte and issuing membership cards to all members in good standing.²⁵ The APIBA Committee was also restructured into six areas including a 'legal department', a finance area, 'internal administration' and an academic consultant area with Ghenadenik looking after 'foreign affairs' involving APIBA representation in general events and meetings and public relations.²⁶

²² "APIBA Newsletter, Jul. 1986" APIBA Papers. Little was heard of the *Congreso Pedagógico* or the APIBA workgroups ever again although their work was discussed during the 1986 Annual Seminar, see "APIBA Newsletter, Nov. 1986"

²³ In Argentina, degrees from teacher training colleges, are considered "non-university degrees" and do not give access to postgraduate studies at university. This traditional segregation became crystalised in the Law of Higher Education (Art.39 and others), which specifically limits access to postgraduate studies to holders of university degrees. This limitation directly contradicts the experience of a great number of members of APIBA who are graduates of teacher training colleges and were accepted and successfully completed postgraduate degrees in many American and British universities.

²⁴ "APIBA Newsletter, Nov. 1986" APIBA Papers.

²⁵ "APIBA Newsletter, Feb. 1989" APIBA Papers. a list of 'minimum fees for private teachers' was published in subsequent APIBA Newsletters eg. No.4, Oct. 1989 and No.3 Dec.1990.

²⁶ "APIBA Newsletter, No.4, Oct. 1989" APIBA Papers.

Further, a less overt objective, suggests Daniel Reznik, Secretary of Ghenadenik's Committee from October, 1989 to December 1990, was a conscious effort to break the *Lenguas/Joaquín* Teacher Training College stranglehold on Committee positions and membership and encourage the participation of English Teachers from more diverse educational and professional backgrounds.²⁷

To this end Sub-Committees in Merlo and La Plata were set up to woo people from the university and the greater province into APIBA ranks. Talks were conducted with the *Universidad del Salvador* and *Universidad Católica Argentina* graduates. Teachers from the *CONET Profesorado* (now *INSPT/UTN*) were also invited to come on board.²⁸ All, as Reznik claims, in an attempt to achieve a fairer representation of English teachers in Buenos Aires and to escape the 'club' mentality.

Another area also advanced during this period by Ghenadenik's Committee: the vigorous pursuit of the Association's financial well-being with an aggressive campaign to collect membership fees bolstered by the sustained drive for increased membership in general.²⁹ The 'professional revaluation campaign' centred around an effort to strengthen the profession's identity by clarifying and publicising a definition of what an "English Teacher" should be. In successive letters to *La Nación* and *El Cronista Comercial*, Ghenadenik spelt out APIBA's view of what a graduate English Teacher was, carefully distinguishing those who were professionally trained and qualified, i.e. "legitimate", from those who were

El legítimo profesor

Señor Director:

"Quisiera recalcar los puntos fundamentales que diferencian al legítimo profesor de inglés –aquel que posee un título reconocido– de la persona que da clases de inglés libremente:

"1º) El profesor tiene conocimientos técnicos indispensables en el nivel lingüístico y metodológico; 2º) Posee una amplia preparación en la historia, geografía y literatura de los pueblos de habla inglesa; 3º) Ha sido formado dentro del marco del sistema educativo nacional, al que conoce a fondo en teoría y práctica; y 4º) El profesor maneja conceptos de psicología, psicolingüística y teoría de la educación.



"Recordemos también que hablar correctamente un idioma no necesariamente supone estar capacitado para enseñarlo. ¿Acaso un argentino nativo no debe estudiar una carrera en una universidad o profesorado antes de poder ejercer la enseñanza de su propia lengua? ¿No debería una legislación educativa, aún no existente, desalentar que la enseñanza del idioma inglés recaiga en aquellos que no tienen formación terciaria? ¿No debería estar reservado para los legítimos profesores de inglés la enseñanza de este idioma? Es ya el momento de que comencemos a preservar nuestras fuentes de trabajo."

Jorge S. Ghenadenik
Presidente de la
Asoc. de Profesores
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²⁷ Daniel Reznik, personal communication.

²⁸ UCA – Universidad Católica Argentina. *INSPT/UTN* – Instituto Nacional Superior del Profesorado Técnico/Universidad Tecnológica Nacional

²⁹ George Lewis had also conducted a membership drive during his Presidency. Aldo Blanco – personal communication.

not. Graduate English teachers were trained in Linguistics and Methodology, they were also familiar with the History, Geography and Literature of English speaking peoples, they had further pursued a recognised course of study in the Argentine education system that adequately combined theory and practice in supplementary areas including Psychology, Psycholinguistics and Education Theory.³⁰ He also went

El profesorado de inglés

Señor Director:

"Ante el uso indebido del título de «profesor de inglés», considero pertinente una explicación respecto del tema.

"El profesorado de Inglés es una carrera de nivel terciario; es decir, equiparable al universitario, dado el número de materias y el nivel exigido en ellas, previa finalización de la escuela secundaria.

"La carrera sólo se puede cursar en las universidades de La Plata, Córdoba o Tucumán, o en institutos superiores del profesorado como el Juan Ramón Fernández o el Joaquín V. González -instituciones líderes de la educación nacional-, así como en establecimientos incorporados a la enseñanza oficial.

"El título de profesor de inglés para la enseñanza secundaria no puede ser obtenido en un lapso inferior a cuatro años. En realidad, dada la cantidad de asignaturas (un promedio de 32, incluyendo materias técnicas como fonética o gramática, culturales como historia o literatura, o pedagógicas como metodología o conducción del aprendizaje), la duración promedio es de cinco años.

"Algunas instituciones, como la Universidad Nacional de Tucumán, han ofrecido un doctorado en inglés. Otras, como el Instituto Nacional Superior de Lenguas Vivas Juan Ramón Fernández, han ofrecido carreras de posgrado -cuarto nivel- con especialización en lengua, metodología o civilización."

Jorge Santiago Ghenadenik
Presidente
Asociación de Profesores
de Inglés de Buenos Aires
Lavalle 1567
Capital

some way to clarify where such accreditation could be obtained, emphasising in another letter to the editor of *La Nación* that formal English Teacher Training in Argentina was a programme of study equivalent to a university degree that could only be properly undertaken in a select few institutions such as the Universities of La Plata, Córdoba and Tucumán and teacher training colleges of excellent standing such as the *Lenguas Vivas* and the *Joaquín V. González*. Furthermore any course that trained Teachers of English should not be possible to complete in less than four years given the number of subjects required to study.³¹

In keeping with the forthright campaign to promote pride in the profession in October 1990, closing the Ghenadenik Committee's first term of office, was the grandly entitled First [and last...] Latin American Congress of Teachers of English which included delegates from Uruguay, Brazil and Chile as well as distant places in Argentina such as Salta, Río Cuarto, and Mar del Plata. As a consequence of Ghenadenik's close professional relationship with the *Banco de Crédito Argentino*, the Congress was generously sponsored by, and held at the loaned premises of, the *Fundación Banco de Crédito* in Belgrano.³² Plans were drawn up for a second Congress and a Call for Papers was issued but later in the year the 1991 Congress moved to Arica, Chile³³

From 1991, a new initiative for Association members was the APIBA annual scholarship, which provided for a four-week course of study at Bell Schools in Saffron Walden.³⁴ Awarded from March 1992 this programme covered travel, tuition

³⁰ Jorge S. Ghenadenik, "El Legítimo Profesor" *La Nación*, Sept. 10th 1989

³¹ Jorge S. Ghenadenik, "El Profesorado de Inglés" *La Nación*, June 6th 1990 and, "APIBA Newsletter No. 4, Oct. 1989" APIBA Papers for comment.

³² Daniel Reznik, Jorge Ghenadenik, Personal Communication, "APIBA Newsletter No. 3, Dec. 1990" APIBA Papers.

³³ "APIBA Newsletters No. 1, Mar. 1991 & No.2, July 1991" APIBA Papers.

³⁴ This was co-funded by APIBA and Bell: the former, now wealthy enough to meet travel costs for the successful candidate; the latter, able to offer a course free of charge.

and lodging expenses as well as medical insurance for the beneficiary and was open to APIBA members teaching in the Argentine educational system, who had joined before 1990 and were younger than 36. The first winner was Silvia Miserendino, a Lenguas Vivas graduate who took up the scholarship in July 1992.

The 2000 Committee (led by C. Banfi) introduced the APIBA First-time Speaker Scholarship to encourage Members who had never made a presentation to do so at a FAAPI Annual Conference as an important step in their professional development.

APIBA Scholarship – Trip to England		
Silvia Miserendino	1991	Bell School, Saffron Walden, UK
Monica Pacheco	1992	Bell Schools, Cambridge, UK
Carmela Zisa	1992	ABS International, University of California, Riverside, US
Laura Renart	1994	Studio School Interlink, UK
Daniela Delgado	1995	ABS International, University of California, Riverside, US
Susana Porter	1996	NILE, Norwich, UK
FAAPI Scholarship won by APIBA – Trip to England		
Daniela Delgado	1999	Bell Schools, UK
APIBA First-time Speaker Scholarship – Trip to FAAPI Conference		
Mónica Cuello	2000	FAAPI 2000 Conference
Liliana Arana	2001	FAAPI 2001 Conference
Viviana Hoffmann	2001	FAAPI 2001 Conference
Myriam Sosa Belenky	2002	FAAPI 2002 Conference
Carolina Curátolo	2002	FAAPI 2002 Conference
Carlos Galizzi	2002	FAAPI 2002 Conference
Alfredo Bilopolsky	2003	FAAPI 2003 Conference
Claudia Groppa	2003	FAAPI 2003 Conference
Gustavo González	2003	FAAPI 2003 Conference
Carolina Curátolo	2003	FAAPI 2003 Conference
María Lucrecia Puppo	2006	FAAPI 2006 Conference
Marina Cantarutti	2007	FAAPI 2007 Conference
Cecilia Cicolini	2011	FAAPI 2011 Conference

The 2008 Committee (led by S. Schulte) introduced the APIBA “Best-average Award” in order to give APIBA presence in the Graduation Ceremony of the state-run Profesorados in the City of BA. So far, this has been implemented only at the *Joaquín* (ISP JVG) and the *Lengüitas* (ENS LV SEBS).

2008	Marina Surace (ISP JVG)
	Gabriel Caligaris (ISP JVG)
2009	Gabriela Cipponeri (ISP JVG)
2010	Julietta Barbeito (ISP JVG)
	Jackie Rico (ISP JVG)
	María Lujan Carneiro (ENS LV SEBS)
2011	Georgina Fassano Aurio (ISP JVG)
	Maria Paula García (ISP JVG)
	Gabriela A. Atan (ENS LV SEBS)

November 1991 saw an unusual episode in APIBA's history: a contested election for new Committee members. Carrying the torch of the Ghenadenik Committee was his Secretary, Daniel Reznik, standing for President and opposed by Efraín Davis. Both candidates had a slate of supporters and a vigorous election campaign was fought. There was a conscious effort to break the hold of a youthful *Joaquín V. González* clique over the Committee that seemed to have grown in strength during Ghenadenik's term. María Cristina Thomson de Grondona White among others championed the Davis slate to diversify the Committee personnel and vent some personal *pique*.³⁵ This had never been the case before as potential new Committee members, especially new Presidents were often approached by preceding administrations to take over as a duty, sometimes reluctantly, and were duly "endorsed" at the AGM. Electoral competition for the 1991 AGM was indicative of the health of the Association and the fact that now members were willing to compete for posts demonstrated a considerable interest in APIBA's activities and future.³⁶ The election was very closely contested and not without controversy as Reznik lost and the work of the preceding years was handed over to Davis.

APIBA now pursued the establishment of sub-branches in the Province of Buenos Aires, specifically in La Plata, Lobos, Mercedes, Merlo and Quilmes. These, while organised and staffed by local volunteers, provided the opportunity for the Association to extend its influence and connections in the province and offer seminars outside the city of Buenos Aires throughout the year.³⁷

APIBA was also, for the first time in its life, relatively wealthy. The successor Committee of Efraín Davis, boasted in its first newsletter that the Association's funds stood at some 50,000,000 Australes in a US Dollar Denominated Plazo Fijo in Sept. 1991 at the end of the Ghenadenik Committee's term.³⁸

Surprisingly, given this financial health, APIBA's academic activity contracted considerably in the early 1990s, the new Committee showing a marked preference for endorsing talks and presentations organised by external bodies (including publishing companies) in lieu of internally generated seminars, lectures and workshops by and for its own membership. Considerable effort (often involving travel) was, however, mobilised to develop direct personal contacts between individual Committee members and organisations and representatives of organisations like the newly returned British Council Director, IATEFL, and provincial Associations of Teachers of English.³⁹

³⁵ Anna María Anta Paz de Castagnino, Daniel Reznik, Cristina Grondona White, Efraín Davis, María Teresa Viñas Urquiza – personal communication.

³⁶ Efraín Davis claims the opposite: that the Association was inactive, losing members and virtually dead and his Committee was elected to bring it back to life. This assertion is contrary to available documentary evidence as well as the testimonies of other interviewees on this topic. Davis, Personal Communication and the Ghenadenik Committee newsletters 1989-91 *op.cit.*

³⁷ "APIBA Newsletter Nov. 1991" APIBA Papers.

³⁸ "APIBA Newsletter Nov. 1991" APIBA Papers.

³⁹ Evidence of the re-orientation from 'member' to 'Committee member' activity may be found in the five newsletters the Davis Committee produced in the two year period between Sept. 1991 and Sept. 1993 see, "APIBA Newsletter Nov. 1991," "APIBA Newsletter No. 1 March 1992", "Bulletin No.2 [No Date]", "Bulletin No.3 [No Date]" "APIBA's Newsletter 1993/1" APIBA Papers.

The Davis Committee marked a turning point in the fortunes of APIBA for several reasons. Its accession to office, in the only contested election APIBA has had, highlighted a profound split in APIBA ranks over the work of Jorge Ghenadenik's Committee and its continuation in office under Daniel Reznik. Several key figures, past Presidents among them, sought to overthrow this Committee and the *Joaquín V. González* dominance of APIBA. Figures like María Cristina Thomson de Grondona White and Sarah Mouzo sought to open the Committee and the Association up to a broader pool of members and settled on Efraín Davis (himself a *Joaquín* graduate but much more professionally active in the Province of Buenos Aires) as the man to do the job. Unfortunately, by the end of his term, Davis had fallen out, in a big way, with at least some of his former major backers, including the founding President of APIBA, Sarah Mouzo de Valle.⁴⁰

Partly causing the rift was the controversy over the establishment of the 'Friends of APIBA' – an attempt to encourage more interest, attendance at seminars and participation in APIBA events by English teachers who did not fulfill the requirements to become full APIBA members, i.e. who were not graduate Teachers of English. 'APIBA Friends' had some influence over fees for attending events, and were offered discounts, but no voting rights nor rights to attend the AGM. Even so, some full APIBA members viewed the new appendage as the first step on a slippery slope to full, open membership along the lines of the rival, and British led, IATEFL English teachers' association.⁴¹ Furthermore, the Davis Committee's decision to write off all outstanding membership dues on coming into office also seemed somewhat irresponsible to the more fiscally conservative members.⁴²

Approaching the end of their term of office in 1993, and because, in Davis' words, "they were all *expecting*, not waiting for, expecting me to say goodbye, to take over; some sort of a coup d'état," the Committee decided to spite its, by now, growing number of enemies. Davis sought out Ana María Anta Paz de Castagnino at the *Lenguas Vivas* and invited her to form a list of *Lenguas* people thus handing APIBA over to the rival Buenos Aires Teacher Training College and ending twenty years of *Joaquín V. González* graduates' primacy in APIBA office holding.⁴³ As a parting gift, Davis left the fresh new Committee, taking office in late 1993, the responsibility of organising the 1994 FAAPI Conference.⁴⁴

⁴⁰ Efraín Davis and Nelly Shakespear, Personal Communication

⁴¹ "APIBA Newsletter Nov. 1991" APIBA Papers. The Friends of APIBA, inherited by the successor Committee of Ana María Anta Paz de Castagnino, died a quiet, unmourned death. Castagnino asserts that in some cases full APIBA membership was offered to non-graduates thus realizing the fears of the doubters. See below pp.

⁴² "APIBA Newsletter Nov. 1991" APIBA Papers.

⁴³ Davis, Shakespear, Personal Communication. It would be inaccurate to state that APIBA Committee positions, over any extended period, have ever been exclusively the realm of one or other of the two major Buenos Aires City Teacher Training Colleges. However, APIBA was founded by *Joaquín V. González* teachers and graduates who remained present and influential until the Davis Committee. Castagnino's Committee is the first example of *Lenguas Vivas* teachers and graduates taking, virtually complete, control of the Association. This dominance continues, generally, but more in a more diluted form, to the present; Cristina Banfi, being the current and most recent *Lenguas* President.

⁴⁴ Davis denies that any commitment was made by his outgoing Committee to host FAAPI 1994. Castagnino suggests the opposite as does her Secretary Viñas Urquiza. Both emphasise the almost total lack of support from the outgoing Committee who were persistently 'unavailable'. Documentary evidence is unavailable to corroborate either version.

In September 1994, for the first time, Buenos Aires and APIBA were to play host to the Annual FAAPI Conference. The new Committee elected in September 1993 under Ana María Anta Paz de Castagnino devoted itself solely to this task.⁴⁵ Following tradition for this particular event, British and American (native) speakers were invited to give plenary lectures on “new perspectives in the teaching of English” while Argentines gave presentations and workshops in the various parallel sessions that took place over September 8th, 9th and 10th at the *Escuela Nacional Normal en Lenguas Vivas ‘J.F.Kennedy’*.⁴⁶

Throughout the 1990s APIBA activity stabilized around its own periodic seminars, promoting the Annual FAAPI seminar and administering its annual scholarships which included funding and support for a course at Riverside University, California, supplementary to courses in the UK. The turnover of activities and Committees followed a predictable rhythm until APIBA and all Argentine English teachers were confronted with the challenge of the Education Reform of 1997.

Sporadically during APIBA’s history random and uncoordinated attempts had been made to influence governmental authorities on education policy. Characteristic of this process was a meeting between APIBA Secretary Lorena Connolly and Graciela Devoto – Under-Secretary of Education of the Province of Buenos Aires “to discuss problems connected with our profession”, a meeting which had no significant outcome.⁴⁷

A persistent issue involved the shortage of qualified teachers teaching English in the public sector which led to the increasing employment of non/poorly-qualified teachers. Qualified teachers (i.e. APIBA members) would complain about this drop in standards while ignoring a fundamental contributing factor; namely, that qualified teachers, trained freely by the state to work in the public sector, on graduating, often chose to work in the more lucrative private sector thus depleting the public sector and creating a dearth of qualified teachers and the subsequent employment of untrained staff. The New Law of Education (and in particular its implementation in the Province of Buenos Aires), mandating more hours of English tuition in state schools in 1995 exacerbated the problem leading to more unqualified staff hiring.⁴⁸

In 1997 APIBA found itself circulating a petition in defence of the two-tiered primary (*maestro*) and secondary (*profesor*) English teaching degrees as the agreements for the implementation of the Education reform were in the process of being implemented. Agreement A-14 (*Acuerdo Marco 14, Sept. 1997*) first supported, then eliminated and then re-instated the two-tier system (ignoring the results of consultation with various language teachers and education pundits).⁴⁹

⁴⁵ And informed its members of this intention, see “APIBA Newsletter Apr. 1994” APIBA Papers.

⁴⁶ “APIBA Newsletter No.4 [no date]” APIBA Papers.

⁴⁷ “APIBA Newsletter No.1, March 1997” APIBA Papers.

⁴⁸ See complaint in “APIBA Newsletter No.1, March 1997” APIBA Papers. and letter forwarded to “Diario” by APIBA from the FAAPI president, Aug. 6th, 1996 - APIBA Papers

⁴⁹ “APIBA Newsletter No.4, Dec. 1997” APIBA Papers. – see Martyn Eayrs “Crisis in Foreign Language teaching” *Buenos Aires Herald*. Nov.10th, 1997

At the end of the decade APIBA Committees began to give a facelift to their Association which, by now, had become somewhat lethargic again.⁵⁰ The 1999 Annual Seminar had, rather than turn the floor over to select foreign ‘native’ speakers, part-lecturing, part-advertising books and courses, called together a collection of representatives from different and competing institutions in the area of graduate education (both domestic and foreign) to present their programmes, in comparison with those of their rivals, for audience evaluation – a critical activity quite out of keeping with traditional practice.⁵¹ This provided the opportunity for information to be compiled and published and placed on the APIBA website.⁵²

This was quite a departure in both activity and philosophy, as APIBA was now using its institutional strength to request information for its members that that was not forthcoming to individual petitioners. Many teachers, in an effort to comply with the requisites of Article 39 of the Law of Higher Education, 24.451, shopped and paid for university courses that would grant them *Licenciatura* status. In an aggressive effort to market such courses, institutional providers would cultivate opacity concerning key issues such as the total cost involved for the student and the ‘big names’ who were or were not on the list of lecturers. APIBA in the words of then president Cristina Banfi was in a unique position to help out its members, as it had “the strength to request all this [course] information and present it in a way that people could compare and choose between them”. This was one of the “main strengths” of the association, the fact that it could do things “individuals can’t do”. It was able to compel organizations that were looking for marketing and advertising opportunities to stump up the information that was really needed for an informed choice. As Banfi optimistically put it, “We would give them the space to sell their programmes provided they gave us the information that we obliged them to give us”.⁵³

Furthermore the Banfi Committee (elected December 1999), implemented an idea, currently employed by other international teachers Associations like IATEFL and TESOL, namely, the establishment of Special Interest Groups (SIGs); study groups of members focused on particular areas of professional activity. Twelve SIGs were set up in areas ranging from Language to History to Computing chaired by volunteers with an interest in their area and a desire to promote it, all overseen by Analía Kandel, the APIBA SIGs liaison officer.⁵⁴ This initiative to oblige members to actively

⁵⁰ Periodically throughout the thirty years of its life the Association has drifted into bouts of inactivity and lack of direction repeatedly referred to by ex-presidents of APIBA as ‘The End’. See the interview extracts in the following chapter for examples of this pessimism.

⁵¹ “APIBA Newsletter, Issue 6, March 2000” APIBA Papers.

⁵² The APIBA website (<http://www.apiba.org.ar>) became operational in the early months of 2001. Its existence marked a rapid technological ascent in the use of computers for internal communication and publicity, characteristic of many organisations in the late 1990s with some spark of dynamism. APIBA stunned participants registering for the 2001 FAAPI conference in Buenos Aires by providing them with conference orientation information and proceedings on a CD-ROM issued with their starter pack!

⁵³ Cristina Banfi, Personal Communication. Nonetheless, Banfi remains critical of the situation that generated the need. In a revealing comment she noted “It was a period of great confusion because a lot of people thought they had to do these courses which were licenciaturas and MAs and they thought that if they didn’t that their jobs would be threatened. This is again an example of how people operate...they tend to prefer to save their own skin rather than act collectively to lobby for a change that would benefit them all.”

⁵⁴ See the *APIBA SIGs Handbook* APIBA Papers.

participate has, to date, become very popular and received generally positive feedback.⁵⁵

In September, 2001, APIBA had just organised its second FAAPI conference, this time at the *Universidad Católica Argentina*. An event which provided for up to nine hundred participants and once again placed APIBA, on its thirtieth anniversary, at the centre of Argentine Teachers of English Associations. Despite being referred to, by the President of FAAPI, as the best Federation Conference he can remember, and despite the appearance that APIBA at the turn of the millennium is thriving, when much of the Committee came up for renewal at the Annual General Meeting held during the FAAPI conference proceedings, a new team could not be found to replace the current Committee who were asked to continue in office.

FAAPI 2001 encouraged a temporary boom in new membership for APIBA, which now opened two offices to manage the greatly increased workload (the original APIBA office at *KEL Ediciones* in the centre of the city along with a 'Conference Office' at *Librería Rodríguez* then on Sarmiento and Esmeralda).⁵⁶ The conference itself was hosted in the luxurious facilities of the *Universidad Católica Argentina* in Puerto Madero which, as a venue, made it a tourist as well as a professional attraction. The speakers included Ron White, Christine Helot, Peter Hargreaves, David Rosewarne and Michael Carrier from abroad and Cristina Elgue, Daniel Reznik, Ana Armendariz and Pascual Masullo representing the domestic scene, active in some sixty sessions that, in the enthusiastic words of the then president Cristina Banfi, offered "every conceivable topic, from every conceivable angle".⁵⁷ Around eight hundred people attended and the proceedings were distributed to each participant in the innovative format of a CD-Rom!

During the conference itself, in the early evening of 22nd September, a moderately sized gathering⁵⁸ formed in the *Auditorio Monseñor Derisi*. At this annual general meeting of APIBA a new committee was to be elected within the splendid context of the conference, organised and orchestrated by the same committee, among others, that was about to complete its term of office on a high note. Everyone agreed that the conference was a stunning success and a glow of pride and promise enveloped the outgoing committee, in this, their finest hour. Alas it was not to be. The heated meeting quickly became cathartic as the discussion led by Banfi began to question the purpose and future of APIBA. In the context of a candid debate about the shortcomings of the association and its membership a new committee could not be elected and the process was suspended to be re-convened on 9th November. Despite the extensive interest generated in APIBA by the hosting of the FAAPI conference the old problem of finding people to commit to the running of the association remained as stubborn as ever.

The period between September 22nd and November 9th witnessed some soul searching on the part of senior APIBA figures. Graciela Moyano published a call to arms in an

⁵⁵ "APIBA Newsletter, Issue 6, March 2000" APIBA Papers.

⁵⁶ Cristina Banfi maintains that the boom in membership only comes because of such conferences. There is no real, authentic, long lasting boom in membership. Further, the offices constitute little more than "borrowed spaces". Cristina Banfi, Personal Communication

⁵⁷ "APIBA Newsletter, Issue 11, September 2001" APIBA Papers.

⁵⁸ Out of 287 'active members' only 37 showed up. Graciela Moyano "carta a los colegas socios de la entidad" "APIBA Newsletter, Issue 12, October 2001" APIBA Papers.

October newsletter devoted to the achievements of the FAAPI conference (encouragingly headed ‘The Damage Report’ by Banfi).⁵⁹ In an open letter to APIBA members she lamented the derisory attendance at the October AGM and the failure to choose successors to the Banfi committee. In a strident statement of APIBA’s role, Moyano stated that: the association defended the professional status of its members; was a forum for the expression of their needs; provided the only opportunity for professional development during frequent periods when this objective had been abandoned by educational authorities or left wholly in the hands of publishers seeking to turn a profit; and legitimately represented graduate Teachers of English in an industry over-populated with the untrained and uncertified. Dramatically (but not unreasonably) she closed with the threat that, should more commitment not be forthcoming on the part of the membership, the association would be dissolved.⁶⁰ Passively, as ever, the membership called the bluff. When an equally moderately-sized number met at the Lenguas Vivas on November 9th, and the passions unleashed by FAAPI 2001 had subsided, the original committee agreed to serve again for another term of two years until the end of 2003.⁶¹

With the crisis of succession having been postponed, the new/old committee settled down to work on a collection of projects that had been initiated in the preceding two years with the pressing aim of increasing member participation. One initiative was to have APIBA courses validated by the Government of the City of Buenos Aires⁶² which would give professional development credit to teachers (which could be used to climb onto higher paycales in school districts). The first such course was offered in April 2002 on “Evaluation” by María Silvia Stagnaro and Corine Arguimbau.⁶³ Another effort involved raising the public profile of the association. My thirty year anniversary history of APIBA, that had been commissioned the year before, was presented to the public on a grand occasion at the British Arts Centre in June in tandem with Analía Kandel’s *APIBA SIGs Handbook*. As a gesture to the financially prudent, the publications were offered free to members who would show up and at half-price to the attending non-members, while expenses were offset by the auctioning of three donated works by well-known cartoonists.⁶⁴ Finally, in a longer term attempt to reach out to the specific interests of the membership, the APIBA Special Interest Groups or SIGs were convened for a joint meeting in April organised by Analía Kandel.

SIGs were an import for APIBA. IATEFL and TESOL had, for some time, been running special interest groups. The purpose of such groups was, and is, to provide a forum and focused activities for communities within the broader membership with identifiable, distinct professional and academic interests. While, for these global associations, SIGs represented the opportunity to organise sections of their vast international memberships, Banfi suggested that APIBA employ the concept to attract

⁵⁹ “APIBA Newsletter, Issue 12, October 2001” APIBA Papers.

⁶⁰ Graciela Moyano “carta...” APIBA Newsletter, Issue 12, October 2001, APIBA Papers.

⁶¹ Junior positions on the committee did change hands. Valeria Artigue, Silvia Rettaroli and Silvia Iummato stood down and were replaced by Litty Mora, Sandra Revale and Laura Renart

⁶² Such courses could be approved as part of the “Proyecto de Capacitación Actualización y Perfeccionamiento Docente” (Resolución 1659 - 14/09/01 Gobierno de la Ciudad de Buenos Aires).

⁶³ This course, with an enrolment of only one student, was cancelled. See Acta 263 ff. 190-197, Libro 4

⁶⁴ Who were Tabaré, Alfredo Grondona White and Julio Parissi, each having donated a cartoon in honor of the 30th anniversary.

new members who might have been put off by the existing professional development portfolio of the association. Twelve SIGs were set up in areas ranging from Language to History to Computing chaired by volunteers with an interest in their area and a desire to promote it all. Analía Kandel dived in to the task of being the APIBA SIGs liaison officer: the link between the executive committee and the SIGs coordinators (and also the point of contact between the coordinators), and quickly gave a coherent structure to the groups and their management.⁶⁵

Another product of the 2001 AGM, and yet another effort to diffuse activity, was the establishment of eight ‘sub-committees’ each staffed by between two and seven members of long standing, a Who’s Who of the APIBA core.⁶⁶ There were sub-committees on Ethics, Legal Matters, Institutional Relations, and Finance among other areas. The sub-committees, well-intentioned as they may have been, did not fare well. Six months later Banfi was lamenting that “they had got off to a rather slow start”, with some having resigned from their posts almost immediately and others covertly with *de facto* resignations stemming from “inaction”.⁶⁷

In March 2001 the APIBA website went live.⁶⁸ It was a static page with the moderate objectives of providing “some information on the association” including a membership form and statutes, details of activities and updates on the looming FAAPI 2001. Nonetheless a toe had been cautiously dipped into the rising digital tide.

Along with reaching deep and wide into the current and potential APIBA membership, efforts were made to expand the association’s links laterally with other associations which were thought to share certain goals with APIBA. To this end, in February 2002, APIBA held a ‘Joint Informative Meeting’ with the Schools of English Association (SEA)⁶⁹, where Banfi and Marcelo García, the president of SEA, explained “the nature, status and goals” of their associations to an audience made up of “representatives of the media and the ELT industry”. A prominent concern of both associations, to which they sought to draw attention, was the impact of the national economic crisis and the currency devaluation on the accessibility of imported teaching materials for their respective members.⁷⁰

On another front, APIBA joined in the struggle to defend one of its traditional core objectives: the professional status of graduate teachers. In May 2002 APIBA representatives attended the Education Commission of the City Legislature to speak against a bill that would grant tenure to non-graduate teachers already teaching in public education. Alongside the heads of the prominent teacher-training colleges, APIBA challenged the measure that had been sponsored by the large teacher unions

⁶⁵ See the *APIBA SIGs Handbook* APIBA Papers. The Handbook was designed precisely for this purpose, replete with advice and a photocopiable stationary bank to be employed by all the present and future SIGS.

⁶⁶ For a complete list see “APIBA Newsletter, Issue 14, June 2002” APIBA Papers.

⁶⁷ *From the President* “APIBA Newsletter, Issue 14, June 2002” APIBA Papers.

⁶⁸ “APIBA Newsletter, Issue 9, March 2001” APIBA Papers. The website still resides at www.apiba.org.ar

⁶⁹ SEA like APIBA is a designated charity (in Argentine law Asociación Civil Sin Fines de Lucro) which represents private language schools and institutes in Argentina which offer English Language tuition and courses to their students. Given their nature, they often employ, and are sometimes owned by, APIBA members. For current information see www.sea.org.ar

⁷⁰ “APIBA Newsletter, Issue 13, March 2002” APIBA Papers. Unfortunately only SBS showed up to the meeting. See Acta 262 ff.187-190, Libro 4.

calling for a *titularización masiva*. APIBA followed up the presentation with written demands to City officials and legislators opposing the ‘attacks on teaching degrees and the *Estatuto Docente*.⁷¹

August 2003 witnessed the successful conclusion of a lengthy campaign waged by APIBA against Article 39 of the Law of Higher Education, 24.451 which had effectively prohibited graduate teachers of English from pursuing recognised university post-graduate degrees.⁷² APIBA had met on various occasions with legislators and government officials urging a reform of this discriminatory article. They were rewarded as among the first to know about the change in the law published in the *Boletín Oficial* on August 11th 2003 which extended the academic prerequisites for postgraduate courses at a university to include a non-university higher education degree for which a minimum of four years of study was required (an accurate categorisation of traditional teacher degrees from the leading teacher training colleges but one that still excluded those with two-year diplomas).⁷³ This was a major development for APIBA members, many of whom had, since the original law, been entering courses to ‘convert’ their teaching degrees into university degrees to comply with the new requirements: a costly, and academically limited endeavour.⁷⁴

On October 18th 2003 at the AGM held at the ISP Joaquín V González new committee members were finally chosen, giving those who stayed on in 2001 the overdue opportunity to step down. The presidency of the association passed on from Cristina Banfi⁷⁵ to Sandra Revale. Analía Kandel and Pablo Toledo also left, while others like Silvia Rettaroli changed jobs.

An issue which had lain dormant in the portfolio of the Ethics subcommittee (one of the original subcommittees established in 2001 – see above), was the establishment of a professional Code of Conduct for APIBA members and, by extension, teachers of English. In early 2002 an Ethics committee had exchanged ideas “on a possible basis for a Code of Ethics”.⁷⁶ In March 2004 the topic was revisited with fervour, when an APIBA member and senior figure in teacher-training circles published an open letter

⁷¹ “APIBA Newsletter, Issue 14, June 2002” APIBA Papers. Teachers’ unions and professional associations like APIBA share members and common ground but this area, interestingly, is where they part ways. Unions are happy to push for full professional ‘recognition’ and the material benefits that accrue from it, for their members and potential members alike – defining a teacher as those who labor as a teacher. APIBA, like other professional associations, engages in a passionate struggle (at times) to defend standards on the basis of excluding those who are unqualified, whether they work or not. The equally problematic flipside of this issue is the reluctance of graduate teachers to teach in a state sector they sometimes see as low paying. This leaves the openings to the non-graduate teachers APIBA opposes. Stella Schulte (future APIBA president, 2005-09) addressed precisely this issue in “Where have all the graduate teachers gone?” “APIBA Newsletter, Issue 17, May 2003” APIBA Papers.

⁷² As *profesorados* are not universities, their graduates, even though having completed four-year degree programs, were not considered ‘university graduates’ by the law which made the holding of ‘university’ degrees the specific requirement for access to post-graduate university courses. As post-graduate courses were scarcely offered outside universities, teachers were thus largely excluded from academic professional advancement by this law. Ley N° 24.451 Artículo 39°

⁷³ *el postulante deberá contar con título.... de nivel superior no universitario de cuatro (4) años de duración como mínimo.* LEY 25754 - EDUCACION SUPERIOR ARTICULO 2° Modificación de la Ley N° 24521 Publicación en el B.O.: 11/08/2003

⁷⁴ “APIBA Newsletter, Issue 18, September 2003” APIBA Papers.

⁷⁵ Banfi did not leave the committee but stayed on as a ‘reserve member’. Pablo Toledo carried on editing the newsletter. “APIBA Newsletter, Issue 19, March 2004” APIBA Papers.

⁷⁶ “APIBA Newsletter, Issue 14, June 2002” APIBA Papers. This issue rumbles on to the present with constant modifications being proposed to the original drafts.

in the APIBA newsletter effectively denouncing a colleague (little-known and not a member of APIBA) for plagiarising popular teaching materials, which had been developed by Aldo Blanco and Elba Guaragna among others.⁷⁷ This was an interesting departure for the Newsletter⁷⁸ which appeared to be taking a direct hand in provoking debate about the ethical standards of English teachers whether they were or were not members of the association. Following the adoption of a ‘set of principles’ by the 2004 AGM the Ethics subcommittee produced a draft of a ‘Code of Conduct’ towards the end of the year, in the words of Revale, “to set standards of professional ethics to regulate the relationship among members, among members and their students and among members and the community at large.”⁷⁹ Optimistically, Revale called on the membership to submit their opinions on the draft.

The Code of Ethics published for general comment in the June 2005 newsletter restricted its influence to association members only. The implication of the Armendáriz letter (that APIBA could censure teachers of English who were non-members) was quietly dropped. However the Code was positive in its call for its own members to adhere to ‘the essential values of the profession’: honesty, integrity, fair play, commitment, objectivity, impartiality, and mutual respect. These virtues were to be expressed in the exercise of professional duties, in relationships with others within and outside the profession, in relationships with employers, and with the association itself. There was little specific mention of students. The teacher agreed to be critical and participative, and constantly aware of the need to develop professionally.⁸⁰

In October 2005 another succession crisis engulfed APIBA as yet again a new committee could not be formed, nor a president found, to replace Sandra Revale as she stood down at the end of her term. In a desperate email following the AGM, Virginia Lopez Grisolia explained that a perfect storm had arrived with the potential to sink the association for good. The AGM had been attended by few members, nobody had put themselves forward for president and that year only seventy members had paid their dues. Should a solution not be found at the next meeting scheduled in the following month, APIBA would have to be dissolved.⁸¹ As in 2003, the distress signal generated an outpouring of sympathy but with the twist that some respondents appeared to celebrate the imminent demise of the association which they accused of

⁷⁷ See “A letter from a member” by Ana María Armendáriz in APIBA Newsletter, Issue 19, March 2004, APIBA Papers. *Grammar I Notes* had acquired a semi-sacred status in the profession (like Aldo himself), being reproduced for grammar courses across generations and institutions over time.

Armendáriz complained that Omar Villarreal “ambiguously” put his own name on the frontispiece. In the subsequent Newsletter, Villarreal got the right to reply where he rejected all accusations implicit or otherwise. See APIBA Newsletter, Issue 20, June 2004, APIBA Papers. This issue originally surfaces in October 2003. See Acta 282, ff. 68-69, Libro 5.

⁷⁸ Not least as the letter was published entirely in Spanish, an unusual occurrence in, what had nearly always been, a strictly monolingual English language production.

⁷⁹ “APIBA Newsletter, Issue 21, November 2004” APIBA Papers.

⁸⁰ For the full text in Spanish see “APIBA Newsletter, Issue 23, June 2005” and “APIBA Newsletter, Issue 24, August 2005” APIBA Papers. The text is in Spanish. All translation and interpretation is my own. The lack of comment on the expected relationship between members and their students, along with the attention paid to professional development obligations is interesting and reveals a strong orientation towards members who are teacher-trainers. For further comment on this issue see below....

⁸¹ Email from Virginia Lopez Grisolia “PELIGRO DE DISOLUCION APIBA viernes 11/11 URGENTE!!!!” Wed, 19 Oct 2005, APIBA 2005 Crisis, Banfi Papers. See also Acta 307 ff.126-128, Libro 5 for a summary account of the October AGM.

being distant and elitist.⁸² In defence of the value of APIBA, big guns Pablo Toledo and Ana Armendáriz sallied forth, challenging those who would criticise the work of the association while not participating in it: a characteristic, which for them, represented a more virulent apathy undermining the profession in general.⁸³ The storm subsided, as ever, and a solution to the immediate practical problem was found when Stella Schulte was persuaded to lead the new executive committee.

In November 2005, Sandra Revale stoically looked back on her term to comment on the stability of the association. APIBA had achieved an “acceptable degree of administrative organization”, along with improving communication to its members, keeping the website updated and offering “a wide variety of courses and workshops targeting different interests.” The financial situation was “relatively at ease” because of the support of a number of “sponsors” who advertised in the newsletter. However, the outgoing president admitted that the association “had not been able to collect most of our members’ fees.” For Stella Schulte, the new APIBA president, pending, in her inbox, was the need develop a more “active role” for the subcommittees, and to improve and develop more links with institutions in the city and province of Buenos Aires.⁸⁴

In 2006 the committee of Stella Schulte re-vamped the APIBA website.⁸⁵ By November 2008 the website had been ‘renovated’ again to include a Job Search and Events Calendar in “new sections” as well as uploading the handouts from the APIBA seminars and talks from 2005 onwards in a “publications” section.⁸⁶ In October 2007 the Newsletter was distributed online as an E-Newsletter (No. 1). In an effort to “keep up with the times” the hardcopy newsletter was swapped for an electronic one which was more “dynamic...attractive...and above all...much cheaper.”⁸⁷

APIBA launched an “information management scheme” in early 2008 to “raise awareness” about “current research undertaken by colleagues”. Schulte enthusiastically stated that this project had “developed strong interest within the academic community”⁸⁸ In June 2008 APIBA moves its office to SBS on Coronel Diaz 1747⁸⁹ as the Libreria Rodriguez closed down. A new Information and Communications Technology SIG (which became the e-TL, e-Teaching & Learning SIG) opened in 2009 led by Analía Kandel.

The executive committee led by Schulte stepped down at the October 2009 AGM.⁹⁰ The trends that had begun tentatively with website were given a boost as the new

⁸² Email from Ana María Bergel, “Re: PELIGRO DE DISOLUCION APIBA viernes 11/11 URGENTE!!!!”. Mon, 24 Oct 2005, APIBA 2005 Crisis, Banfi Papers. Others who had consistently ‘supported’ the association by not being members of it, joined in the critical chorus, see for example Villarreal “Dear SHARERS” October 27th 2005 *ibid*.

⁸³ See contributions from Pablo Toledo, and Ana Maria Armendariz, Thurs, 27 Oct 2005, APIBA 2005 Crisis, Banfi Papers. Armendariz was subsequently savaged by Bergel for daring to introduce scholarship into the debate. See Bergel, Thurs, 27 Oct 2005, APIBA 2005 Crisis, Banfi Papers.

⁸⁴ “From the President” APIBA Newsletter, Issue 24, August 2005. APIBA Papers

⁸⁵ APIBA Newsletter, Issue 26, September 2006. APIBA Papers. See Pablo Toledo’s withering account of teachers’ working conditions in the same issue (reprinted from the *Herald*)

⁸⁶ E- Newsletter, No. 5, November 2008. APIBA Papers.

⁸⁷ E- Newsletter, No. 1, October 2007. APIBA Papers.

⁸⁸ E- Newsletter, No. 3, April 2008. APIBA Papers.

⁸⁹ E- Newsletter, No. 4, August 2008. APIBA Papers.

⁹⁰ E- Newsletter, No. 7, April 2009. APIBA Papers.

president, Analía Kandel, a keen social networker, enthusiastically announced the launching of the three Web 2.0 tools to create “effective channels of communication with and among members”. APIBA started its blog and opened an account on Twitter to keep members “constantly informed” with news about the association and its activities. Simultaneously the association joined the business social network LinkedIn.⁹¹ By 2011 APIBA had added Facebook and an e-group to its expanding portfolio of “virtual identities”.

Another initiative taken by the Kandel committee was to begin a sincere and expansive effort to celebrate the association’s history. From early 2010 a call was sent out to members to share any materials they had in their possession (particularly photos) that would be used for the “APIBA Historical Archive”.⁹² This material contributed to two later exhibitions: a short film documenting the history of the association with photos and interviews with past presidents, presented at the fortieth anniversary dinner in July 2011; and a display of photographs and other artefacts entitled the “APIBA Museum” at the Kel Bookstore in Belgrano R.⁹³ Complementary to this documenting of the association’s past, was the request that I update the thirty year history (published in 2002) to the forty year history to be published online (that you are reading).⁹⁴

By the spring of 2010 APIBA had strengthened tentative links with the SEA.⁹⁵ Earlier in the year the schools association confirmed that the ‘quality control certification’ that had established granted credits for the hiring of graduate teachers and additional credits if those teachers belonged to a teachers’ association that was part of FAAPI.⁹⁶

In an attempt to capitalize in the experience and knowledge of APIBA veterans (former presidents among them) an Advisory Committee was set up in the winter of 2010. The old-hands would now have a formal structure to “constantly advise and support decision-making through their expertise”.⁹⁷ Furthermore, the effort at integration was not exclusive to APIBA members. Later that year the association offered free membership to Heads of English Departments in public institutions in the City and Province of Buenos Aires. The advantages of this idea, which had originally surfaced in 2009, were several: heads of English departments in the major teacher

⁹¹ Newsletter, No. 37, April 2010. APIBA Papers.

⁹² Newsletter, No. 37, April 2010. APIBA Papers.

⁹³ After the painstaking accumulation of artefacts by María Luisa Ghisalberti, and with much aplomb, the APIBA Museum was inaugurated on the morning of October 29th 2011 at the KEL Bookstore on Conde 1990. Less than a year later, in September 2012 the display, designed by Ana Pezzutti, was dismantled and neatly packed away into boxes by KEL staff, where it rests in peace at the time of writing. For more on the museum see Newsletter, No. 42, December 2011 and Acta 375, 377, 379, 383

⁹⁴ For a formal account of the dinner see Newsletter, No. 41, September 2011. For a less formal account see Actas 372, 373, 374 and 377 where the organisation is extensively discussed. The video presentation and other material organised by Virginia López Grisolia was put together on a DVD for general distribution. For more on the video see Acta 376 and the distribution of the *DVD Institucional* Acta 379

⁹⁵ For an earlier joint presentation to publishers by APIBA and SEA during the Banfi years see above.

⁹⁶ See Acta N° 361, [2. e] APIBA Papers and Newsletter, No.38, August 2010. APIBA Papers. It would be interesting to see if this initiative was reciprocated by APIBA granting some sort of credit rating to employers/schools who hire graduate teachers and recognise APIBA members. See the same Acta for mention of APIBA ‘certifying’ CVs with its logo.

⁹⁷ This was tacit recognition that the sub-committees of 2001 had failed in this task. The new advisory committee included Cambiasso, Banfi, Groisman, Thomson de Grondona White and Viñas Urquiza. Newsletter, No. 38, August 2010. APIBA Papers.

training colleges could help increase awareness of APIBA in their institutions and among colleagues and students alike; APIBA itself would be introduced to these figures who may have been ignorant of its existence and role before the approach; and jointly they could collaborate in defense of the profession and APIBA members.⁹⁸

⁹⁸ This is an interesting development. The links between APIBA and heads and directors of the major teacher training colleges have traditionally been lamentably weak to the detriment of both parties. The offer of free membership to encourage the participation in APIBA of instrumental figures in English teaching is a generous attempt at building an alliance with beneficial implications. It is surprising that, with a few exceptions in certain periods, heads of English departments need such incentives to join a professional organization that evidently represents them and what they do. This in itself suggests broader problems with the maturity of the profession. See Acta N° 360, [6.1] APIBA Papers

Chapter 2 - APIBA Events

APIBA events⁹⁹ organised by the various Committees, during the thirty years of the Association's life, can be broken down by type and incentive. Types of activity have ranged from lectures, seminars and workshops to conferences, symposia and trips of cultural interest. Incentives for activity have straddled a fine line between an autonomous interest in promoting professional development among members independently of identifiable private or commercial interest (the 'duty' incentive), and a tendency to yield to the commercial interest of private enterprises pursuing avenues to market educational products (the commercial incentive). Often the distinction between the two pressures is vague and undefined revealing a tendency or general preference towards one type of incentive or the other. However, the record of activities indicates some historical trends namely: a balance between commercial and duty incentives, with an emphasis on the latter during the 1970s; the almost complete absence of the commercial incentive during the 1980s; and finally the return of market forces and their pronounced influence on APIBA activities for most of the 1990s (the era of 'globalisation').

The 1970s represent a period when APIBA, like the other English Teachers' Associations, was really finding its feet in terms of establishing what a 'Professional Association' should do.¹⁰⁰ The decade is characterised by diversity in types of activity, the leadership of prominent Argentine teachers and self-generation of, and experimentation with, different possibilities. December 1971, shortly after the Association's founding, for example, saw a 'Round Table' on curriculum and lesson planning with Aldo Blanco, Jorge Ghenadenik, Sarah Mouzo and Ana Goyeneche as panelists. The following two years saw lectures on a variety of cultural issues such as 'birth control' and 'the generation gap' and attempts to create opportunities for members to hear and talk to 'native' speakers of English; a consequence of the more limited possibilities of hearing 'natives' in an era pre-cable television and relative national isolationism.

The catering for practical teaching needs was mixed with what might be viewed as provision for 'cultural enrichment'. Seminars on methodology, language, and phonetics/phonology were established as staple activities alongside original events like the 'Festival of the Arts' organised by Nelly Shakespear's Committee in 1979 and a trip to the William Henry Hudson Museum in the same year.

Characteristic of the 1970s for APIBA was the emphasis on a wide range of group activities focused on a broad definition of professional needs and interests. Also typical was the participation and leading role of Committee members in the organisation and direct provision of social and instructional/informative activities. Publishers' presentations for APIBA, there were, for example Longman's in 1972 and McGraw-Hill's in 1976, but these events were subsumed under APIBA's other work, being the exception rather than the rule. The British Council provided the opportunities and contacts for the cultural events, Arthur Edmondson for example, BC director at the time of Nelly Shakespear's term, introduced the tenor, Marco Deller, to

⁹⁹ Please refer to the adjoining table of activities for specific listings of events, approximate dates and lecturers/instructors.

¹⁰⁰ A process that is by no means over.

the Association. Deller became the main attraction at the Arts Festival held at St. Catherine's School.

APIBA functions took place mainly at the *Bolsa de Cereales* on Corrientes and L.N. Alem Avenues in the early part of the decade, then at the *Lengüitas* throughout 1973. The *Colegio de La Salle* and the *Colegio Champagnat* were other seminar venues in this period while an APIBA 'office' was tentatively established at J.E. Uriburu, 578 until May 1979 when it moved to the second floor of Lavalle 1567 (Lavalle and Montevideo Sts.) where it was to remain for the next ten years.

In tune with trends

The Association of Teachers of English of Buenos Aires (APIBA) will be holding a seminar on short story analysis for secondary school teachers on September 25-26, to be followed by a seminar on Text Linguistics at the Caja de la Ingeniería in La Plata sometime in October.

APIBA is a non-profit organization that was established in 1971 with the purpose of keeping its members abreast of the latest trends in teaching English as a foreign language. As a professional organization, it also defends the legal rights of its 500 members.

Beyond seeking to promote improvement of the profession, APIBA offers its members seminars and courses at reduced rates. Moreover, the organization provides the community of English teachers with the opportunity to exchange ideas among themselves.

APIBA's most recent event was a two-day seminar on August 20 and 21 that presented workshops and lectures on Methodology, Language, Grammar, Phonetics, Literature, Linguistics and Translation.

Crowning the first part of this event was a lecture on music from Shakespeare's time by Ruth Kibrick, one of the few Argentine authorities on Shakespeare. A delightful performance of Elizabethan pieces followed the lecture.

Several other topics were covered in seminars held earlier in the year. A workshop titled "Grammar and other Matters" critiqued some of the shortcomings of the "communicative" approach to teaching language and stressed the need to reemphasize grammar, which has been neglected in recent years. Two other seminars sponsored by APIBA were "The Development of Students' Oral and Written Skills at the Post-Intermediate and Advanced Levels," and "Teaching of English at Secondary Schools."

To become a member of APIBA, the applicant must show that he or she has a degree from an officially accredited university or college of education. An application must be submitted and approved by the committee. The annual membership fee is \$3.

By the early 1980s, looking back on APIBA, one might detect a distinctly 'home-grown' feel about its work. This style contributed to, and was a product of, the fact that the Association was now firmly established, autonomous and growing in popularity among teachers of English.

During the 1980s APIBA's activities became considerably more focused. Seminars, workshops and lectures were given on language, methodology and literature and, as early as 1981, demonstration classes and workshops were given on the

Shakespeare on Shakespeare – publicity for APIBA events as organised by Nelly Shakespear's Committee in 1979.

Communicative Approach. With the British Council and general British withdrawal from Argentina in the wake of the Malvinas/Falklands War of 1982, the bulk of APIBA activities were organised and delivered by local specialists and members. The orientation also became distinctly more US than UK with Rolando Costa Picazo's four-year Committee presidency (from 1981-84 inclusive) and the use of ICANA as a regular venue for events. American Fulbright exchange-students now provided the 'native' English-speaker exposure in lieu of British visitors and representatives.

The volume of activities was consistently high throughout the decade, an average of around seven seminars, lectures or workshops a year were delivered by APIBA members. External input such as publishers' presentations, and talks by British Council 'guests' were virtually non-existent (the Council did not return until 1991). In 1985 the first Annual Seminar was innovatively organised by the Groisman Committee and became such a regular feature as the centrepiece of the APIBA calendar that subsequent Annual Seminars were referred to as the 15th, 16th, 17th, Annual Seminar as though they had always been organised since the founding of the

Association when they all properly date from the mid-1980s.¹⁰¹ There were ‘Brush-Up’ courses, linguistics seminars and even a short-story contest in 1987-88.

As mentioned, ICANA was a popular venue from 1981-87 as well as the William Blake Institute, where several seminars were held. The first Annual Seminar was held at ICANA but most subsequent ones until the late 1990s were held at AACI. The *Lengüitas* and the *Lenguas* were used in the late 1980s and fairly often into the 1990s.¹⁰²

Asociación de Profesores de Inglés de Buenos Aires
(Lavalle 1567 - Martes, Jueves y Viernes 14 a 17hs, (2º 213))

Graciela Siri → **An Introduction to Business English**

local cedido por **ICANA**
Maipú 672
Capital

June 7 & 14
9 a.m. to 12.30 noon

Members: 7
Non Members: 12 after June 5th
Students: 4

YEN: £
MARKS: £
Francs: £
peset.: £
drachmas: £
U\$S guilders: £

Pre-Word Processor publicity for Graciela Siri's seminar for Business English, 1986

In 1989 the APIBA ‘Office’ moved from Lavalle to a corner of an English Language Bookshop, KEL Ediciones S.A. at Talcahuano, 1065. Two years later, when KEL moved to M.T. de Alvear, 1369, APIBA moved with them. In 2001 APIBA had two offices to manage the greatly increased FAAPI 2001 Conference workload: the original APIBA office at KEL Ediciones along with a ‘Conference Office’ at *Librería Rodriguez* then on Sarmiento and Esmeralda. In June 2008 APIBA moved its office to SBS on Coronel Diaz 1747¹⁰³ as the *Librería Rodriguez* closed down.

The 1990s witnessed a significant change in the nature of APIBA activities. The internally-generated

independent events organised and delivered throughout the previous decade and much of the 1970s was displaced as the initiative slipped toward private commercial enterprises using the Association as a ready-made distribution channel for marketing campaigns.

From 1992 onwards APIBA publicity tended to advertise commercial presentations as ‘joint’ APIBA/Publishing Company events of benefit to APIBA members, not least because they were ‘free’ to attend. The ‘joint’ nature of this activity in reality meant considerably less input from APIBA members and Committee-members in terms of organising and delivering professional development activities and a leading role for sales representatives and textbook authors brought to South America by publishing

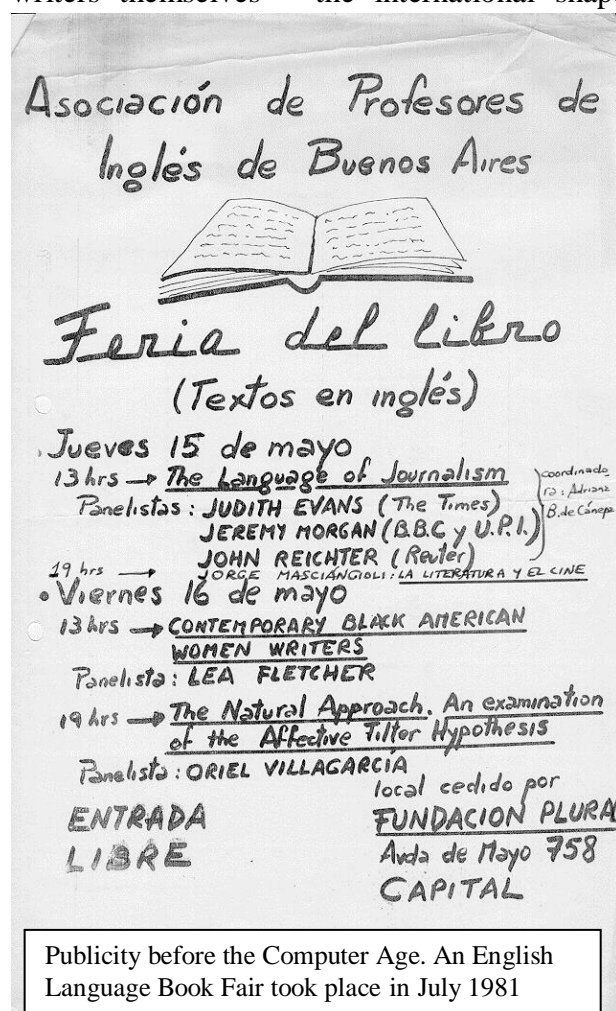
¹⁰¹ Something like an ‘Annual Seminar’ had taken place most years since 1971 but the formal adoption of the ‘Annual Seminar’ as a large, key event in the APIBA calendar dates from 1985.

¹⁰² See the Glossary at the end of this publication for a full explanation of these acronyms.

¹⁰³ E- Newsletter, No. 4, August 2008. APIBA Papers.

houses to present and market their products. Heinemann, OUP, CUP and Nelson all collaborated with APIBA in organising and delivering seminars as well as private British-based English teaching schools like Studio School of English and NILE¹⁰⁴ from 1992 to 1998.

The consequences of this development are two-fold. Such collaborative efforts with commercial enterprises provided a quick, cheap and convenient access route to some recent developments in the teaching of English directly from the practitioners and writers themselves – the international shapers of the profession (as well as a



seemingly infinite supply of 'native' speakers) – making them a popular, high-profile and seemingly indispensable part of 'modern' professional development opportunities. At the same time the resources of large publishing houses and the popularity of their functions seemed to render old-style, locally-organised APIBA events 'amateurish' and dull thus undermining the incentive to provide them. If APIBA could 'endorse' the resource-rich commercial activity and gain some kudos in doing so (as well as free attendance for its members), why go to all the trouble of organising an in-house activity that would not be able to compete, at considerable effort to Committee members, already weighed-down with plenty of commitments?

The 'commercial incentive' for APIBA activities had arrived with some force, fully accommodated by a re-opened British Council with tighter expenditure targets, pursuing

a re-orientated, post-Thatcher, income-generating policy of promoting British business as keenly as British culture and educational exchange.¹⁰⁵

The Committee of Efraín Davis was the first to accommodate these pressures choosing to promote 'free APIBA seminars' given by Heinemann, OUP and CUP where authors like Judy Garten-Sprenger, Henry Widdowson and Jack Richards would speak, despite having access to one of the largest financial reserves the Association ever had (built up by the previous Committee). The APIBA Annual Seminar remained an event where Argentine specialists and APIBA members

¹⁰⁴ The Norwich Institute of Language Education

¹⁰⁵ With the growing number of distance learning opportunities offered by British higher education institutions the distinction between promoting 'business' and 'education' is becoming increasingly blurred.

attended and spoke, but by 1995 that local monopoly had been eroded with Dave Allan of Studio School (and later NILE) given top billing to talk about teacher-development.

In 1994 the FAAPI Annual Seminar came to Buenos Aires, the responsibility of the APIBA Committee of Ana María Anta Paz de Castagnino. APIBA's relations with FAAPI had frequently been difficult throughout their mutual history with complete severance between the two organisations for most of the 1980s. The conferring of the FAAPI Annual Seminar on Buenos Aires was recognition that the rift had now healed. The Seminar itself was traditionally an enormous circus of an event, unsure of its identity as Education Conference or Trade Fair, dominated, as it was, by foreign speakers and/or ELT authors fronting the marketing efforts of the publishing companies and ELT course providers to a mass of provincial Argentine teachers of English and potential clients.

By the 1990s the Seminar was the one big thing that the Federation did. But it did not really 'do' very much; rather, like a franchising authority, it distributed the 'right' to organise the event in the demesnes of the various member Associations from year to year and claimed, what some considered to be, a hefty cut for doing so.¹⁰⁶

With some 800 participants, the 1994 Buenos Aires FAAPI was considered to be a great success. Teachers from all over Argentina presented papers and led workshops in parallel sessions. Some complained that there were so many interesting concurrent sessions that it was a shame they could not attend them all.¹⁰⁷

It was, in fact, not so different from its predecessors except for the larger number of participants; a consequence of an immeasurable amplifying quality conferred by the geographical centrality, size and fascination of the city of Buenos Aires itself. APIBA's 'FAAPI' had a slate of 'famous' plenary speakers such as David Brazil, Will Fowler, David Burke and Michael Lewis among others and took place over a three-day period at the *Lengüitas*. It marked a high point in the 'commercial incentive' style of APIBA activities of the decade. Correspondingly the number of APIBA events in this period, both genuine and 'joint', declined.

From 1998 onwards less 'joint' ventures with commercial enterprises were organised.¹⁰⁸ The Annual Seminar on 'Advanced Language' of that year did not feature prominent foreign speakers. In May 1999 APIBA held a mini-conference at the *Colegio Champagnat* which was, once again, 'light' on 'natives' giving the floor to an array of local presenters. The 1999 Annual Seminar, 'Further Studies for Graduate Teachers' implemented a critical/evaluative strategy - calling together a collection of representatives from different and competing institutions in the area of

¹⁰⁶ Traditionally FAAPI fund the chosen host English Teachers' Association by lending them a sum of money (currently \$7,000). At the conference end the local Association then returns the loan in full plus 40% of net profits (formerly 60%) arising from the conference, see below Appendix IV- *REGLAMENTO DE ORGANIZACIÓN DEL SEMINARIO ANNUAL de FAAPI*: Art.7 FAAPI conferences seldom fail to make a profit – FAAPI 2001 held in Buenos Aires rewarded the Federation with \$20,000 on top of the original loan, quite some return – *Libro de Actas de la Comisión Directiva de APIBA* Vol. 4 Acta 183 Folio 184 and subsequent.

¹⁰⁷ Maria Teresa Viñas Urquiza – Personal Communication

¹⁰⁸ More as a consequence of apathy of potential participants than purposeful policy re-orientation on the part of APIBA – Cristina Banfi, Personal Communication.

graduate education (both domestic and foreign) to present their programmes, in comparison with those of their rivals, for audience evaluation. The traditional deference to 'native' speakers was shelved while a scrutiny of the content, rather than the form, of speakers' utterances was undertaken. APIBA members had not come to 'listen' but seemingly to 'evaluate', aided by a serious attempt to acquire balanced information.

Throughout 2000 and 2001 the duty incentive has returned as the incentive for APIBA activities marking another swing of the pendulum. Seminars, mini-conferences and, in 2001, the Second FAAPI to be awarded to Buenos Aires, have all shared the characteristic separation of foreign, commercially-sponsored speakers from the more academic activity of local, Argentine-produced Association members and professional educators.

So what has APIBA been up to in the last decade and what changes have occurred in the content and delivery of its activities for teachers? There are certain major events like the 2001 FAAPI conference which by their sheer size and complexity are unique in the history of the Buenos Aires association.¹⁰⁹ There are other developments which mark a distinct change in approach and focus like the rapid development of the SIGs (Special Interest Groups). The twenty first century has witnessed the virtual extinction of the 'cultural enrichment' activities that dominated the early years of the association in the 1970s when cable television and the internet were universally accessible technologies only available in science fiction novels.¹¹⁰ Furthermore, the competition between in-house and externally-provided activities has also ceased to be an issue. The external providers of APIBA seminars like the great publishing houses and their shock troops of British ELT authors were swept away from the Argentine language teaching scene in the aftermath of the 2001/2002 economic crisis and currency devaluation, when domestic demand for their services and products collapsed. APIBA, like many other Argentine organisations and institutions who may have hitherto depended on foreign provision for specific areas, found it had little choice but to turn to its own resources. For the association, on the whole, this has been a healthy development as more energy, creativity and initiative has appeared in the last decade than that which preceded it. Most strikingly, the focus of APIBA activities has shifted toward a serious consideration of the practical interests of younger members and the immediate professional challenges that they face. Further, there has been a clear shift in approach as a top-down, master-student style of professional development 'talks' has been supplanted by a participatory bottom-up approach where members develop activities themselves and most importantly set their own agenda as to which professional development topics should be dealt with and how.¹¹¹

The first of these trends, the focus on young members' interests, began in 1999 with the annual seminar being devoted to Further Studies for Graduate Teachers. The following year the annual seminar offered a beginners' guide to 'Hot Debates in ELT' in the form of staged debates where senior APIBA members would challenge each other in 'a parliamentary setting'. In May 2001 a mini-conference was organised 'on

¹⁰⁹ For more on the FAAPI 2001 conference, see above.

¹¹⁰ See above.

¹¹¹ This shift is very evident in the SIGs framework and has become exceptionally pronounced in the latest trend, the 'unconference,' where participants turn up to a designated place at the pre-arranged time and 'make it up as they go along' by deciding among themselves what they should do and what they are going to do on the spot. See APIBA Newsletter Issue 44, July 2012.

becoming and being an English Teacher' with an introductory panel for new teachers. In May 2006 this trend was resumed with a highly successful seminar on "Career Paths for Teachers of English" organised by ex-president Cristina Banfi and including a variety of active professionals from the publishing, examinations, educational management, and entrepreneurial sectors who had all graduated as Teachers of English but no longer taught it as their principal professional activity.¹¹² One hundred and forty participants attended this original seminar along with seven sponsors of the event. This was "a very satisfactory result" according to Stella Schulte, at the May executive committee meeting, and demonstrated a clear demand among a younger cohort of professionals for this type of activity.

Along with the development of activities for a younger target audience has been a movement away from the 'expert-centred' lecture towards a more participatory format for professional development activities. The SIGs have driven this process forward, demanding as they do, the active participation in leadership roles of a far wider spectrum of membership. There are two SIGs coordinators per group and, depending on the number of active SIGs at any given time, this means that a new, wider groups of members, traditionally part of the audience for APIBA events, have now become the managers and content deliverers in their areas of 'special interest' for the association. Further, the SIGs being smaller forums, have encouraged more active roles for those participants who would be pre-disposed to sit and listen passively to an 'expert' giving a 'talk'.

Unsurprisingly, a by-product of these developments has been that now SIGs dominate the annual calendar of events with, depending on the year in question, SIGs Opening Events, SIGs Closing Events, and even SIGs symposia. These events routinely attract more attention than the Annual Seminar and their attendance in the last decade has dwarfed that of more traditionally formatted courses and special seminars led by big names. However, this growth has not been uniform, as participation in the SIGs and their diversity, has fluctuated dramatically throughout the decade. In March 2000 the APIBA SIGs were launched with eight groups regularly meeting Language, Methodology, Business, Literature, Computers, Phonetics / Phonology, History / Civilisation, and Grammar / Linguistics.¹¹³ Seven years on at an executive committee meeting, it was reported that only four SIGs remained: the Computer SIG was missing in action (there was no response to emails sent out by the president enquiring into its existence and activity) and the Applied Linguistics SIG had only two members.¹¹⁴ By 2010 interest had resumed promoted further by the 10th Anniversary gathering of the SIGs at the opening event in March. Subsequently with active prodding from the new Liason Officers and logistical communications support provided by the committee, new SIGs were coming into being.¹¹⁵

¹¹² This seminar was unique not because of attendance (which was high but not remarkable) but because of its popularity and longevity. It was offered repeatedly in different parts of the province over the following year because of an active demand and interest which had not been anticipated by the organizers. Acta 312 ff. 139-140 Libro 5. See also Actas 315, 315 and 318.

¹¹³ See Apiba Newsletter, Issue 7, June 2000.

¹¹⁴ See Acta 323, Reunión de la Comisión Directiva de APIBA, 16 de marzo de 2007, APIBA Papers (Stella Schulte). Such was the apathy that Applied Linguistics seemed to generate among teachers it was suggested that the SIG change its name to Methodology coinciding with a greater effort to sell it to members.

¹¹⁵ See Acta 374, Reunión de la Comisión Directiva, Buenos Aires, 6 de mayo de 2011 which reports numbers growing from 2010 onwards and the establishment of Google Doc and Moodle support with publicity in Facebook and Twitter.

A third developing interest in recent years that has provided another stimulus for APIBA events has been the institutionalisation of the association's identity, which has helped 'to foster bonds among its members' according to the current president.¹¹⁶ This has been pursued by encouraging social gatherings of APIBA members to 'toasts' at the end of the year for example and by celebrating the association's history. The first example of this trend was in June 2002 when APIBA Thirty Year History was released.¹¹⁷ The 2nd July 2011, saw the fortieth anniversary dinner providing an occasion for the old, ex- and new members of the association to get together for a nice lunch in Campobravo, Palermo to eat, chat and watch a video history that had been prepared in advance. Some seventy people attended and, more drawings by famed cartoonists were auctioned for to raise funds.¹¹⁸ In October 2011 the launching of the APIBA Museum in Kel Ediciones in Belgrano provided another historical reason for members to gather.¹¹⁹

The last ten years then, has seen the APIBA annual events programme expand its staples with younger professional interests, SIGs events, social occasions, and gatherings in celebration of its own history. Alongside these have been the mainstays of APIBA professional development activities throughout its existence such as seminars on methodology, literature, phonology, materials design, storytelling, grammar, and language.¹²⁰ Popular venues have included the Lenguas Vivas for many events, then more recently the INSPT-UTN. Less frequently the resources of the JVG, the Universidad de Belgrano, and the Lengüitas have been hosts. In November 2011, perhaps a trend for the future was explored with the Webinar on Using Web 2.0 in the Communicative Language Classroom. No venue was needed for people to gather, however, the INSPT-UTN provided the computing infrastructure.

¹¹⁶ Analía Kandel, Personal Communication

¹¹⁷ See above.

¹¹⁸ See Acta 377 Reunión de la Comisión Directiva, Buenos Aires, 5th August, 2011, for a full report of this event.

¹¹⁹ See above and for more on the museum see Newsletter, No. 42, December 2011 and Actas 375, 377, 379, 383

¹²⁰ See the table below for a complete listing.

Date	Type of Event	Topic	Speakers	Venue	Newsletter
Dec. 71	Round Table	Curriculum & Lesson Planning	Aldo Blanco, Jorge Ghenadenik, Sarah Mouzo, Ana R. de Goyeneche	Bolsa de Cereales	Mar.-72
Nov. 72	Lectures	US & British Slang	Richard Whitecross Tyrone W. Kemp	Bolsa de Cereales	Nov.-72
Sep. 72	Lecture ¹²¹	Writing Skills	L.G. Alexander	Bolsa de Cereales	Nov.-72
Jun. 72	Sherry Party	Conversation with natives	Invited natives	Home of Dr. Manuel A. Argibay Molina	Nov.-72
Aug. 73	Lecture/ Conversation	Birth Control	Federico May	Lengüitas	Jun.-73
Sep. 73	Lecture/ Conversation	The Generation Gap	Beatriz Casoy	Lengüitas	Jun.-73
Sep. 73	Lecture/ Conversation	War and Violence	Ana R. de Goyeneche	Lengüitas	Jun.-73
Sep. 73	Lecture/ Conversation	Advertising	Aldo Blanco	Lengüitas	Jun.-73
May 75	Seminar	Grammar, British Primary Education	Felipe Mantero, Jorge Romero Jorge Ghenadenik Netta Brown de Maclean	Colegio de La Salle	Apr.-75
Jul. 75	Seminar	Textbook Evaluation			Apr.-75
Jul. 76	Seminar ¹²²	Advanced course methodology	Joan Saslow	Colegio de La Salle	Jun.-76
Aug. 76	Seminar	Language and the Profesorado	Laura Campagnoli, Héctor Aguirre	Colegio Champagnat	Jun.-76
Apr. 79	Seminar	Methodology & Phonetics		Quilmes	Feb.-79
Aug. 79	Seminar	Methodology	Haydée Ferro de Ghenadenik		Feb.-79
Sep. 79	Event	Festival of the Arts	Arthur Edmondson, Americo Castilla, Florence Brooks Elena de Bertola, Marco Deller	St. Catherine's School	Oct.-79
Nov. 79	Trip	William Henry Hudson Museum		Florencia Varela	May-79
Jun. 80	Workshop	Comparative Phonology	Adriana Boffi de Canepa Alfreado Zinkgräf, George Lewis, Jorge Ghenadenik	Colegio del Sagrado Corazon	Jul.-79
Aug. 80	Seminar	US Culture	Barbara Aguirre, Margaret T. Fernández Gallardo, Francine Franks	Coopigra	May-80
Oct. 80	Seminar	Britain Today	John Carlin, Joyce Southern Richard Gore	Editorial Olus Ultra Lecture Hall	Oct.-80
Jul. 81	Book Fair	English Language			Mar.-81
Sep. 81	Film Show		Tom Reck		Mar.-81
Jun. 81	Seminar	Methodology	Marta Moure, Elba T. de Guaragna, Ana M. Armendariz de Gómez	ICANA	May-81
Jun. 81	Lecture	Language	Alison Southern	ICANA	May-81
Aug. 81	Lecture	James Joyce	Susana G. de Groisman	Lincoln	Aug.-81
Sep. 81	Demo Class	Communicative Approach	Elba T. de Guaragna, Ana M. Armendariz de Gómez	Profesorado "Pbo. Sáenz", Lomas de Zamora	Aug.-81
May 82	Lecture & Workshop	Communicative Approach	Noemí Colmenero	Paraguay 1427	Mar.-82
May 82	Seminar	Language Learning	Alicia Balsells	William Blake	Mar.-82
Jun. 82	Seminar	Literature	Beatriz Uteda de McNab, Ruth Kibrick, María Elena Passerón, Nelly Shakespear		Mar.-82

¹²¹ Organised by Longman

¹²² Sponsored by McGraw-Hill

Date	Type of Event	Topic	Speakers	Venue	Newsletter
May 82	Seminar	Methodology	María A.G. de Cerrudo	La Plata	Mar.-82
Sep. 82	Lecture	Methodology	María A.G. de Cerrudo	Paraguay 1427	Aug.-82
Sep. 82	Seminar	Comparative Structures	María Luisa Freyre	William Blake	Aug.-82
Oct. 82	Seminar	Literature	Ana Monner Sans de Socas	William Blake	Aug.-82
Oct. 82	Seminar	Literature - Shakespeare	Ruth Kibrick	Paraguay 1427	Aug.-82
Oct. 82	Lecture	Error Analysis	Blanca Gómez de Fitzgerald	La Plata	Sep.-82
Jun. 83	Lecture	Syllabus Design	Silvia Stagnaro	ICANA	May-83
Jul. 83	Lecture	Error Analysis	Blanca Gómez de Fitzgerald	ICANA	May-83
Jun. 84	Seminar	Children Learning English	Laura F. de Campagnoli		May-83
Jun. 84	Workshop	Adults Learning English	Alicia Balsells		May-83
Jun. 84	Seminar	Adolescents Learning English	Silvia Ronchetti		May-83
Sep. 84	Brush-Up	English for Business	Jorge Ghenadenik, Graciela Siri, Graciela Agnelli de Fornoni	ICANA	Sep.-84
Oct. 84	Brush-Up	Grammar	Ana Armendáriz	Santa Fe 882	Sep.-84
Nov.84	Brush-Up	Linguistics	Pascual Masullo	Santa Fe 882	Sep.-84
Oct. 84	Brush-Up	Phonetics	Luisa G. de Grasso	Santa Fe 882	Sep.-84
May 85	Book Fair			Lenguas & Joaquín	Apr.-85
May 85	Lectures	Grammar	Aldo Blanco	ICANA	Apr.-85
Jun. 85	Lecture	Oral & Written English - Development	Laura F. de Campagnoli	ICANA	Apr.-85
Jun. 85	Lecture	English on an 80' Module	Susana G. de García Posadas Elba T. de Guaragna, Ana Armendáriz	ICANA	Apr.-85
Aug.85	Annual Seminar	Language, Literature, Elizabethan Music, Linguistics, Translation	Noemí Colmenero, Silvia Ronchetti, María Elena Passerón, Adriana Canepa, Ruth Kibrick, Marta Moure, Silvia Stagnaro, Aldo Blanco, María Luisa Freyre, Jorge Ghenadenik, Noemí Rosemblat, Nelly Shakespear	ICANA	Jul.-85
Aug.85	Seminar	Problems in EFL	Alan Garfunkel	ICANA	Jul.-85
Sep. 85	Lecture	Voice problems in teaching	Maríana Groisman	William Blake	Jul.-85
Sep. 85	Workshop	Use of Short Stories	Committee members	Colegio Nacional No.2 "F. Sarmiento"	Jul.-85
Oct. 85	Seminar	Contrastive Analysis	María Teresa Viñas Urquiza, María Raquel Nobrega		Jul.-85
Oct. 85	Seminar	Linguistic analysis	Pascual Masullo	La Plata	Jul.-85
Apr. 86	Seminar	Voice problems in teaching & Contrastive Linguistics	Mariana Groisman María Teresa Viñas Urquiza	La Plata	Mar.-86
May 86	Seminar	Language & Gender	Lea Fletcher	BAE Centre	Mar.-86
May 86	Book Fair	Panel discussions & Lectures	Jeremy Morgan, Judith Evans Lea Fletcher, Oriol Villagarcía	Fundacion Plural	Jul.-86
Jun. 86	Seminar	Business English	Graciela Siri	ICANA	Mar.-86
Jun. 86	Meeting	Congreso Pedagógico	Beatriz Santiago	Colegio Nacional de Buenos Aires	Jul.-86
Aug.86	Annual Seminar	Grammar, Phonology, Congreso Pedagógico, Methodology, Literature	Ana Armendáriz, Patricia Jacob Luisa G. de Grasso, Laura Campagnoli, Blanca Arazí Noemí Colmonero, Mabel Gallo, Elba Guaragna, María Inés Cambiasso, Ana M. A. P. de Castagnino	AACI	Jul.-86
Sep. 86	Workshop	Interlanguage Theory	Alicia Balsells		Jul.-86
Oct. 86	Panel	Methodology - US View	John Bailey, Elizabeth Buchanan, Nancy Jane Harper Beckky Peck, Connie Tully Cristina de Grondona White	ICANA	Nov.-86
Oct. 86	Seminar	Literature - Hemingway	Ana Monner Sans de Socas	Language Studio	Nov.-86
Mar. 87	Lecture	Methodology	Mary Finocchiaro	AACI	May-87

Date	Type of Event	Topic	Speakers	Venue	Newsletter
Apr. 87	Panel	Fulbright Experience	Nora Fazio (Co-ord) Sandra Revale, Ma. Juana Surraco, Olga Álvarez, Tona Segret, Norma Lanieki	ICANA	May-87
Jun. 87	Seminar	Methodology	Efraín Davis, Haydée S. Fabricant, Haydée Ferro, Jorge Ghenadenik	Centro Cultural Ricardo Rojas	May-87
Aug.87	Annual Seminar	Children Learning English, Phonology, Theatre, Reading Comprehension, Use of Video, North American Art,	Silvia Stagnaro, Clemencia B. de Durán, Elena Laila Nicola, Denis Dunn, Mary Calvo de la Vega, Oriel Villagarcia, Rafael Squirru, Zulima Molina Coord. (Panel - Alfredo Jaeger, Esteban Cresta, Silvia Ronchetti)	AACI	Jul.-87
Oct. 87	Video Commentary	Literature -Pride & Prejudice	Nelly Shakespear	Leeds	Nov.-87
May 88	Award Ceremony	Short Story Contest	Committee members	Lincoln	Mar.-88
Apr. 88	Presentation	Let's Know Each Other	Efraín Davis, Jorge Lewis	Colegio Lasalle	Mar.-88
May 88	Course	Advanced American English	Theodore McNabney		Mar.-88
May 88	Symposium	Translation Problems	Silvia Ronchetti, Lucrecia Saénz, Julia Bensegnor	La Plata	Mar.-88
Jun. 88	Workshop	EFL Classwork	Efraín Davis	Lengüitas	Mar.-88
Sep. 88	Annual Seminar	EFL in Education	Beatriz Santiago, Ovide Menin Aldo Blanco, Ofelia Veltri Haydée Fabricant, Marta Moure Efraín Davis, Beatriz Seveso Jorge Lewis, Laura Campagnoli Jimmy Golstein, Silvia Stagnaro Susan Alvarez, Wallace Wilson Luisa Grasso, Zulima Molina Ana Clelia Vincente, Lucila Gassó, Richard Cowley	AACI	Mar.-88
Abr. 89	Open House	Native chats	Native speakers	Fulbright Commission	Apr.-89
May 89	Refresher Course	Language	Daniel Reznik, Laura Rógora Clemencia Baraldi de Durán, Aldo Blanco	Lengüitas	Apr.-89
Jun. 89	Refresher Course	Methods	Silvia Ronchetti, Miriam Hughes, Blanca J. Gómez Haydée Ferro de Ghenadenik	Lengüitas	Apr.-89
Jul. 89	Workshop	Translation	Virginia López Grisolia, Olga Álvarez, Julia Benseñor	Inst. Cult. de la Plata	Jul.-89
Aug.89	Seminar	Literature - women	Claudia Moi, Celina Mainetti de Ojeda, Ricardo Cavallini Beatriz Uteda de McNab	ICANA	Jul.-89
Sep. 89	Annual Seminar		Daniel Reznik, Silvia Rettaroli Mabel Gallo, Nelly Shakespear, Nora Kreimer, Cristina Bardeci Jaime Golstein (Mod. History Panel: Elena Lascurain, Alejandro Castiglione, Ernesto Solari, Cristina García Fernández, Cristina Bardeci)	AACI	Jul.-89
Oct. 89	Seminar	Language	Daniel Reznik, Laura Rogora	Lanc's Inst.	Oct.-89
Nov.89	Seminar	Methods	Silvia Luppi, Sandra Revale	La Plata	Oct.-89
May 90	Seminar	Phonology	María Isabel Santa, Nilda Carlés de Zenobi, Zulima Molina, Norberto Ruíz Díaz	Lenguas Vivas	Apr.-90

Date	Type of Event	Topic	Speakers	Venue	Newsletter
Jun. 90	Seminar	Literature	Susana Hunter, Susana Gullco de Groisman, Susana Mayorga Delia Malamud de Rubens	Lenguas Vivas	Apr.-90
Aug.90	Annual Seminar		Esteban Cresta, Gustavo Paz Rosario Ugarte, Ricardo Cavalleri, Rolando Costa Picazo Jorge Romero, Jorge Ghenadenik Mod. (Grammar Panel; Jorge Romero, María Luisa Freyre Claudia Muñiz, Celia Sábató)	AACI	
Sep. 90	Workshop	Language			
Oct. 90	Congress	Lat. Am. Teachers of English		Fundación Banco de Crédito Argentino	Jul.-90
Aug.90	Seminar	Communicative Approach	Haydée Ferro de Ghenadenik Silvia Rettaroli	San Antonio de Areco	Jul.-90
Sep. 90	Seminar	Comprehension	Rosario Ugarte, Gustavo Paz	San Antonio de Areco	Jul.-90
Aug.90	Seminar	Classroom Techniques	Sandra Revale, Silvia Luppi	San Antonio de Areco	Jul.-90
Apr. 91	Workshop	Grammar	Patricia Jacob, Ana Armendariz, Claudia Muniz, Jorge S. Ghenadenik	Lenguas Vivas	Mar.-91
May 91	Workshop	Language Refresher	Jorge Lewis, Laura Rogora, Delia M. de Rubens, María Inés A. de Cambiasso	Lenguas Vivas	Mar.-91
Jun. 91	Seminar	Literature	Nelly Shakespear, Ricardo Cavallini, Beatriz Koessler de Pena Lima, Mónica Szurmuk	Lenguas Vivas	Mar.-91
Aug.91	Annual Seminar	Methodology	María Elene Passeron, Beatriz Uteda de McNab, Monica Szurmuk, Efraín Davis, Mónica Gandolfo, Nancy Cusmanich Ofelia Veltri, Silvia Miserendino	Fundación Banco de Crédito Argentino	Jul.-91
Mar. 92	Seminar	Secondary School teaching	Esteban Cresta	Inst. Com. Jose Albertini, Lobos.	Mar.-92
Apr. 92	Refresher Course	Language	Jorge Lewis	Esc. Juana Manso, San Miguel	Mar.-92
May 92	Seminar	Methodology	Haydée S. Fabricant, Silvia Stagnaro	Lengüitas	Mar.-92
Jun. 92	Seminar	English at Primary School		Lengüitas	Mar.-92
Aug.93	Seminar ¹²³	Whole Language Teaching	Kenneth & Yetta Goodman	Ministerio de Educacion y Cultura	1993/1
Sep.92	Annual Seminar	Language, Literature, Teacher Development, Methodology	Myriam Rabinovich, Susan Holden, Claudia Moi, Jorge Ghenadenik, Daniel Reznik Rolando Costa Picazo	AACI	1993/1
Oct. 92	Lecture ¹²⁴	Methodology	Judy Garten-Sprenger	Lincoln	1992/3
Oct. 92	Presentation ¹²⁵	ELT Software	Simon Murison-Bowie	AACI	1992/3
May 93	Seminar	Methodology	Mónica Pacheco Carmela Zisa	Lenguas Vivas	1993/1
May 93	Seminar	Literature & Language	Ana María A. P. de Castagnino, Ma. Cristina Thomson de Grondona White	Lenguas Vivas	1993/1

¹²³ Organised by ICANA

¹²⁴ Organised by Heinemann

¹²⁵ Organised by OUP

Date	Type of Event	Topic	Speakers	Venue	Newsletter
Jul. 93	Lecture ¹²⁶	Applied Ling. & Comm. Approach	H.G. Widdowson		1993/1
Jul. 93	Lecture ¹²⁷	Interchange - Book	Jack Richards		1993/1
Sep. 93	Annual Seminar	Literature, Teacher Development, Methodology	Nelly Shakespear, Ricardo Cavallini, Ana Armendariz Silvia Stagnaro	AACI	1993
Sep. 94	FAAPI Seminar	Teaching English at Turn of the Century, Discourse and Communicative Approach, Culture Methodology, Slang, Multimedia, Teacher Training	David Brazil, Will Fowler, K. Hopkins, Paul Lindsey, Michael Lewis, David Burke	Lengüitas	1994/3
Jun. 94	Seminar ¹²⁸	Language and Assessment	Dave Allen	AACI	1994/2
Oct. 94	Talk ¹²⁹	Motivating Oral Activities	Paul Radley	AACI	1994/4
Oct. 94	Lecture	Literature - Rock Poetry	Claudia Ferradas Moi	Lenguas Vivas	1994/4
May 95	Seminar	English in USA & New Literatures in English	Cristina Banfi & Raymond Day	Colegio Champagnat	1995/1
Sep. 95	Annual Seminar	Literature & Teacher Development	Cristina T. de Grondona White Beatriz Pena Lima, Laura Renart, Dave Allan	Islands International School	1995/2
Oct. 96	Annual Seminar	Teacher Development	Dave Allan, (Panel: Marta Schettini, Susana Liruso, Marta Sandoval, Nora Séculi, Beatriz Seveso) (Panel: Silvia Stagnaro Mabel Gallo, Silvia Luppi) M.M. Sciarrotta de Ribaudi, Ana Armendariz, Susana Gullco de Groisman	AACI	1996/2
May 97	Seminar	FCE & CAE Marking	Cristina Banfi	Lenguas Vivas	1997/1
Jun. 97	Lecture ¹³⁰	Assessment	Dave Allan	Lengüitas	1997/2
Jun. 97	Welcome	Promotion of APIBA	Committee members	KEL	1997/2
Jun. 97	Seminar ¹³¹	Methodology	Jack Richards, Silvia Ronchetti	Colegio Del Salvador	1997/2
Oct. 97	Annual Seminar	NLP, Professional Values, Polimodal & English, Phonology	Nick Owen, María Teresa Viñas Urquiza, Ana Armendariz Graciela Moyano	Lenguas Vivas	1997/3
Jun. 98	Workshop	CAE Paper 2	Cristina Banfi	Colegio Champagnat	Aug.-98
Oct. 98	Annual Seminar	Advanced Language	Alfredo Jaeger, Miriam Herriet Hughes, Fernando Lasalla	Lenguas Vivas	Aug.-98
Apr. 99	Workshop	CV writing	Cristina Banfi	INSPT/UTN	Nov.-98
May 99	Conference	Future of Teacher Education	Ana Armendariz, Silvia Luppi Silvia Rettarolli, Alicia Artusi María Inés Cambiasso, Silvia Stagnaro, Raymond Day, Martin Eayrs, Martin Hyde, Analía Kandel, Nora Lizenberg, Alejandra Pron, Silvana Riccio de Bottino, Silvia Ronchetti	Colegio Champagnat	Apr.-99
Oct. 99	Annual Seminar	Further Studies for Graduate Teachers	Universidades de: Comahue Litoral, CAECE, Salvador Belgrano, NILE/UEA, Trinity	Joaquín V. González	Aug.-99

¹²⁶ Organised by OUP

¹²⁷ Organised by CUP

¹²⁸ Jointly organised with Studio School, Cambridge, UK

¹²⁹ Organised by Nelson ELT

¹³⁰ Organised by Heinemann

¹³¹ Organised by CUP

Date	Type of Event	Topic	Speakers	Venue	Newsletter
			College London, Lenguas Vivas Joaquín V. González		
May 00	Presentation	Discourse	Laura Renart	T.S.Eliot	Jun.-00
Jun. 00	Talk	NLP & ELT	Daniela Delgado	AACI in Lomas	Jun.-00
Jun.-00	Seminar	International Examinations	Silvia Stagnaro + Exam Reps.	Colegio Champagnat	Jun.-00
Oct. 00	Annual Seminar	Hot Debates in ELT	Silvia Stagnaro, Daniel Reznik Claudia Ferradas Moi, Susana Gullco de Groisman, Inés Cambiasso, Graciela Moyano	Lenguas Vivas	Mar.-01
May 01	Mini- conference	On becoming and being an English Teacher. Introductory Panel for new teachers	María Teresa Viñas Urquiza, Beatriz Seveso, Ma. Rosa Mariani, Silvia Luppi, Lía Romero, Graciela Moyano	Lengüitas	Mar.-01
Sep. 01	FAAPI Conference	Past, Present and Future of ELT	Ron White, Robert Phillipson, Ana Armendariz, Cristina Elgue de Martini, Brian Tomlinson, Pascual Masullo, Christine Helot, Claudia Ferradas Moi, Silvia Stagnaro, Daniel Reznik	UCA	Jun. & Sept.- 01
Sep. 01	Pre- Conference Events	Management (1), Literature (2), Phonology (3), Materials Design (4)	Panel 1 (Inés Cambiasso, Ron White) Panel 2 (Susana Gullco de Groisman, Susana Mayorga, Claudia Ferradas Moi) Panel 3 (Roxana Basso, Zulima Molina, Lidia Soler, Nilda Zenobi) Panel 4 (Dave Allen, Brian Tomlinson, Hitomi Masuhara, a panel of Argentine Materials Designers)	Lenguas Vivas (1, 2, 3) & ESSARP (4)	Jun. & Sept.- 01
Feb 02	Informative meeting	Who are APIBA/SEA for ELT representatives and publishers	Cristina Banfi, Marcelo Garcia		Mar 02
Apr 02	Course	Evaluation	Ma. Silvia Stagnaro, Corine Arguimbau – GCBA Certified	Lenguas Vivas	Mar 02
Apr 02	SIGS Joint Meeting	SIGS Open Meeting	Analía Kandel and SIGs Coordinators	Lenguas Vivas	Jun 02
Jun 02	30th Anniversary Cocktail	Book presentation and Auction APIBA History and SIGS Handbook	Ray Day, Analía Kandel, Daniel Reznik	BAC	Mar 02
Oct 02	Annual Seminar	Materials Design	Silvias... Luppi, Stagnaro Ronchetti, Rettaroli	Lenguas Vivas	Sept 02
Nov 02	SIGS	Closing year meeting	Analía Kandel and SIGs Coordinators	Lenguas Vivas	Sept 02
Apr 03	SIGS	SIGS Open Meeting	Alejandra Jorge, Silvia Rettaroli and SIGs Coordinators	UTN	Acta 274
Jun 03	SIGS	SIGS Symposium ¹³²	Alejandra Jorge, Silvia Rettaroli and SIGs Coordinators	Lenguas Vivas	May 03 Acta 278
Oct 03	Annual Seminar	Learning Methodologies	Jorge Ghenadenik, Monica Gandolfo, Fernanda Velazquez, Nibia Yermos, Elizabeth White, Corine Arguimbau, Silvia Stagnaro, Gustavo Gonzalez	JVG	Sept 03 Acta 279
Apr 04	SIGS	SIGS Opening Event	Valeria Artigue, Alejandra Jorge and SIGs Coordinators	Lenguas Vivas	Mar 04
May 04	Symposium	Foreign Language – Young Learners	Silvia Ronchetti, Laura Campagnoli, Mercedes Pérez	Lenguas Vivas	Jun 04

¹³² Acta 278 ff. 55-58 Libro 5 – Saw an “important” number of participants, so reported Silvia Rettaroli at the meeting of the executive committee in June. Overall 103 participants showed up, mostly students for the teacher training college.

Date	Type of Event	Topic	Speakers	Venue	Newsletter
			Berbain, Lina Casuscelli		
Oct. 04	Annual Seminar	Language and Culture in ELT in Memoriam Daniel Reznik	Analía Kandel, Beatriz Pena Lima, Claudia Ferradas Moi, Pablo Toledo	UADE	Nov 04
Nov 04	SIGS	SIGS Closing Event	Alejandra Jorge, Valeria Artigue and SIGs Coordinators	Lenguas Vivas	Nov 04
Apr 05	Seminar	Storytelling, Professional Development and SIGS opening	Cristina Thomson de Grondona White, Graciela Moyano, Martha Crespo, Cristina Speranza, Cristina Banfi	Lenguas Vivas	Mar 05
Jun 05	Symposium	2nd APIBA SIGS Symposium	Sergio Mobilia, Valeria Artigue and SIGs Coordinators	Lenguas Vivas	Jun 05
Oct 05	Annual Seminar	Teachers as Readers + SIGS closing event + AGM	Juan Ferretti, Susana Gullco Groisman, Silvia Luppi, Silvia Rettaroli, Virginia Lopez Grisolia, Pablo Toledo	UMSA133	Aug 05
May 06	Seminar	Career Paths for Teachers of English	Cristina Banfi, Inés Cambiasso, Paula Coudannes, Daniel Fernandez, Silvina Ferrantes, Marcela Marianelli, Litty Mora, Graciela Moyano, Mabel Quiroga, Laura Renart, Pablo Toledo	Lenguas Vivas	Mar 06 Acta 309
Oct 06	Annual Seminar	Teachers as Professionals	Rebeca Anijovich, Cristina Banfi, María Rosa Mariani, Alejandra Jorge, Alejandro Parini	Universidad de Belgrano	Sep 06
Jun 07	Annual Seminar	The Adult Learner	Silvia Ronchetti, Elvira Serra, Alejandra Jorge, Silvia Tubio, Clara Beleiro	Lengüitas	Schulte APIBA Papers
Oct 07	AGM	AGM	Only 18 people attended	IES Lenguas Vivas JRF	Acta 330
Apr 08	Seminar	International Examinations	Silvia Stagnaro + International Examinations Groups	Colegio Ntra. Sra. de la Misericordia	Schulte APIBA Papers Acta 331, 335, 336
May 08	Course	Contemporary Personal Writing and Film	Monica Szurmuck	Interaction Language Studio	Apr 08
Jun 08	Annual Seminar	Screens and Learners	Virginia López Grisolia	Universidad de Belgrano	Schulte APIBA Papers Acta 336
Apr 09	SIGs	SIGs Opening	Analía Kandel	SBS Palermo	Apr 09
Oct 09	Annual Seminar	Generative Grammar and Linguistics	Pascual Masullo, Mercedes Valerga & Marcelo Regueiro, Ana María Armendáriz, Silvia Iummato, Patricia Simeone, Jorge Ghenadenik	JVG	Aug 09
Dec 09	End-of-Year Toast		APIBA Committee	SBS Bookstore, Palermo	Dec 09
Mar 10	SIGs	SIGs Opening Event and APIBA SIGs 10th anniversary	SIGs Liaison Officers Romina Arena - Claudia Sobico	INSPT-UTN	N370410 Kandel APIBA Papers Acta 358
May 10	Report	A Report on Representing APIBA and FAAPI at the 44th IATEFL Conference	Analía Kandel (Knowledge-socialization programme)	SBS Bookstore, Palermo	N381010 Aug 2010

Date	Type of Event	Topic	Speakers	Venue	Newsletter
Jun 10	Report	“Sharing the Oxford Teachers’ Academy Experience”	Romina Arena – Ma. Laura Comolli (APIBA-OUP OTA scholarship) (Knowledge-socialization programme)	SBS Bookstore, Palermo	N381010 Aug 2010
Sep 10	Lunch	Teacher’s Day celebration	Romina Arena – Viviana Myslicki	TEL Center Institute	N381010 Aug 2010
Sep 10	Annual Seminar	“Teaching in Real Schools Today” Classroom and behavior management, conflict resolution, motivation	Monica Gandolfo, Gustavo Paz, Marta Garcia Lorea, María Teresa Clérici, Valentina Koifman & Lucas Barchuk, Marina Lerner	Announced: Esc. Normal en LV No.2 Mariano Acosta. Moved to: Children’s School / Boston College	N370810
Oct 10	Working Breakfast	Professional fees	Ma. Cristina Thomson - Susana Gullco Groisman	SBS Bookstore, Palermo	Acta 367
Oct 10	Course	Language Refresher	Jorge Ghenadenik	SBS Bookstore, Palermo	Kandel APIBA Papers Acta 366
Dec 10	SIGs / End-of-Year Toast	SIGs Closing event – End-of-Year Toast	SIGs Liaison Officers Romina Arena, Claudia Sobico	SBS Bookstore, Barrio Norte	Dec 2010
Mar 11	Webinar	A Report on Representing APIBA and FAAPI at the 44th IATEFL Conference	Analía Kandel (Knowledge-socialization programme)	WizIQ (APrIR-APIBA)	Acta 372
Mar 11	SIGs	SIGs Opening Event	SIGs Liaison Officers Romina Arena, Viviana Myslicki	INSPT-UTN	Acta 373
Apr 11	Report	“A Report on AFS Intercultural Education Course”	Silvana Garófalo (APIBA-AFS scholarship) (Knowledge-socialization programme)	Lengüitas	N400411
Jul 11	Lunch	40 th Anniversary Fellowship Lunch	APIBA committee	Campobravo 1st Floor, Palermo	Acta 377
Sep 11	Annual Seminar	How To’s Day: copyright, public speaking, slide design, care of the voice, collaborative work online, bibliography citation, resume writing, reading skills, “Professional development 3D”	Alejandra Aoun, Julia Bowland, Roberto Rosler, María Rosa Vanella, Gladys Baya, Elida Colella, Alejandra Jorge, Silvia Ronchetti, Cristina Banfi	Lengüitas	Acta 377
Nov 11	Webinar	“Blended Learning: Using Web 2.0 in the Communicative Language Classroom”	Cecilia Cicolini (APIBA First-Time Speaker at FAAPI 2011) (Knowledge-socialization programme)	WizIQ	N421211
Nov 11	History	Launch of APIBA Museum	Analía Kandel, Graciela Moyano, Ma Luisa Ghisalberty, Valeria Kharsansky, Claudia Naom	KEL Bookstore, Belgrano R	Acta 383
Dec 11	SIGs	Closing event and End-of-Year Toast	APIBA committee	INSPT-UTN	

Chapter 3 –APIBA ... Another Forty Years?

This brief history was originally assembled to mark the thirtieth anniversary of the *Asociación de Profesores de Inglés de Buenos Aires*. During the research for this work I spoke to a number of members, former Committee members and past Presidents among them. A question I repeatedly asked was, “What has been APIBA’s greatest achievement over the last thirty years?” One of the most common responses given during interviews was that APIBA has ‘survived’.

While survival, for any institution, is fundamental, it does not, at first sight, appear to be a particularly ambitious undertaking. No doubt the respondents, while looking back over the life of the Association, are being somewhat modest. Throughout its life APIBA provided and continues to provide the only real forum and opportunity for teachers of English, in Buenos Aires, City and Province, to cooperate with each other to further their collective professional interests. Periodically it has vigorously pursued its objectives generating interest and enthusiasm among its members and potential members; other times it has fallen into spells of lethargy as a consequence of seemingly insurmountable apathy both within and without. Such is the cycle of most voluntary Associations, dependent as they are on the inconsistent and wavering commitment of transient personnel and memberships. Like all other institutions passing through the late twentieth century, APIBA has also been externally affected by its historical context and rapidly changing political and economic environment.

These influences will be dealt with in due course but firstly it is important to emphasise how APIBA has certain features which make it quite unique and profoundly affect its work and prospects.

The first problem that APIBA has always seemed to confront is the distinction between its leaders and its general membership. A cursory survey of APIBA events and the list of APIBA Committees since 1971 reveals the same names recurring over and over down the years as serving Committee members and speakers at events, if not one and the same. While the huge majority of rank and file membership is organisationally passive and may or may not even attend events and functions, there exists a ‘hard core’ of devotees who have been primarily responsible for APIBA’s famed ‘survival’.

The APIBA ‘Hard Core’ are an unrepresentative minority worthy of study in themselves. Never amounting to much more than forty or so APIBA members, nearly all are teacher-trainers, a significant and increasing number of whom have pursued post-graduate education in Europe or the United States. In many cases they are key income-earners in their families, and have no doubt about their identity as professionals. This elite group also accommodates a disproportionate minority of men among its numbers, yet another facet unrepresentative of the broader APIBA membership, which is overwhelmingly, like the profession in general, female.

In contrast to this group, rank and file membership (based on the scarce data available) seem not to pursue further study after graduation from Teacher Training College. They are not teacher-trainers and they are more likely to be supplementary income-earners in the family who work when they need to and withdraw from

teaching activity when family income is sufficient or when they have children.¹³⁴ They may attend one or two APIBA events a year, if that, and frequently allow their membership to lapse.

The presence of these two types of APIBA members has continually perplexed the Association in a number of different ways, most obviously in terms of membership which has fluctuated from merely the 40-50 devoted elite themselves to a general membership of up to 500 at various points in time. This inconsistency has had a considerable impact on the Association's financial security and continuity which in turn has undermined long-term projects specifically, for example, in the area of professional representation before Argentine governmental authorities (themselves notoriously unstable).¹³⁵

SCHOOLS AND COURSES (Cont.) / Sunday, March 3, 1996 The Herald Educational Supplement • 19

On employment in the profession

by María Inés A. de Cambiasso

The *Ley Federal de Educación* considers English a crucial subject, so it is compulsory from 4th to 9th grades, and most probably in the *Polimodal* as well. This means that every school in the country will have to employ a teacher of English for these courses.

In the city and Buenos Aires province many people with no qualifications are teaching English because there are not enough graduates. APIBA, a professional association of Teachers of English, in view of the shortage of qualified teachers nationwide, wants to bring this issue to public notice.

Questions as to how much knowledge of English EFL teachers should have, what specialist content should go into their education, how familiar they should be with the dominant written and spoken varieties of the target language, have been analyzed to make informed decisions at training colleges. Graduate teachers must go through a long and demanding course of studies at tertiary or University level. It takes a person two and a half years to train as a primary school teacher and four and a half for a secondary school teacher. Unlike other fields, unemployment is not one of the problems in this profession. Demand is increasing. The *Ley Federal de Educación* opens the horizon for the teaching of English. However, Teacher Training Colleges seem to be neglected. The media reports a number of changes nobody knows much about.

How are the authorities going to cope with the problem? Don't they realize that employing unqualified teachers will eventually backfire, and time and money will have been wasted?

(M. Inés A. de Cambiasso is President of APIBA (Asoc. de Profesores de Inglés de Buenos Aires))

President of APIBA, Inés Cambiasso's *Buenos Aires Herald* article lamenting declining standards in the recruitment of English Teachers.

Another problem related to the above has been the repeated difficulty in finding volunteers to take over from one Committee to the next. Members of the hard core group have been persistently press-ganged into taking up Committee positions; the one recorded electoral race in 1991 being the exception that has proved the rule. Passing on the torch has been difficult because the numbers and personnel of the elite group have remained fairly static over APIBA's thirty year life. There is little indication that this is changing.¹³⁶

Finally a whole host of smaller but equally intractable problems have been related to the lack of value accorded to the work of APIBA such as: non-payment of membership dues; consistently low member turnout at events; lack of recognition, appreciation and professional respect for the voluntary efforts of serving and past Committee members; lack of resources and professional staff; discontinuous financial

¹³⁴ The overwhelming majority of APIBA members are women.

¹³⁵ Other factors may have more significantly influenced this area of APIBA activity which will be dealt with later on.

¹³⁶ Banfi's Committee of 2000 and 2001 incorporated several younger APIBA members but at the end of their term in Sept. 2001 they have been unable to find replacements and have had to, for the most part, continue in office to maintain the Association's life. The number of younger APIBA members passing into the core active group really only represented a population replacement rather than a population growth as former leading figures have retired or passed away.

resources; and the absence of a publication to express a collective professional voice.¹³⁷

One of the most profound indicators of the limited value attributed to APIBA's work has been the almost total lack of participation and membership of senior Teacher Training College figures in the Association throughout its life. The impact on, and potential shaping of, professional identity that senior administrators in the leading Buenos Aires *Profesorados* (many of whom are, and have been, Teachers of English) could have through Associations like APIBA and/or the Federation, is immense. This group's consistent apathy towards professional associations, which is almost certainly interpreted as a lack of endorsement, not only seriously weakens such associations but, in so doing, further undermines the professional standing accorded to English teaching in Argentina in general. To put it another way, it is unthinkable that senior physicians, lawyers and accountants, whether practicing or occupying teaching or management positions, would not be members of their respective professional associations. Such membership is yet another facet of their professional identity. With English teaching in Buenos Aires, this perspective does not seem to exist, nor has it.¹³⁸

In turning the more general historical context APIBA has passed through broad transformations that have occurred during the period of its forty year life and it is clear that the Association faces more challenges now than ever before; its role may also be more essential than ever before.

One of the most significant developments in the last decade of the twentieth century has been the intensifying interconnectedness of the developed and less developed world facilitated by rapid technological developments in communications, transport, finance and capital mobility and multinational corporate activity known collectively as 'globalisation'. Concomitant with these developments has been the seeming triumph of the Capitalist free-market ethos, since the collapse of the Soviet Union, which has penetrated and fundamentally altered the ground rules in areas, like education, that were hitherto largely unassociated with the competitive market system. As such, professional associations in the education sector of developing countries like Argentina are deeply affected.

Globalisation and the triumph of the market system has impacted upon the English language teaching sub-sector of the broader education sector in Argentina in two obvious ways. Firstly, English language education, and professional development education related to it, have become commodified (transformed into goods valued

¹³⁷ Some would argue that a publication is essential for a profession – for APIBA, out of the few who serve, attend and staff Committee events and Committees even fewer would be likely to regularly write, without fee, for an Association publication, rendering it unviable. The demise of Aldo Blanco's *English Language Journal* in 1989 is a case in point becoming almost a one-man effort years before Blanco finally threw in the towel. Martin Eayrs' *ELT News and Views* which provided a voice, of sorts, for English teachers in Argentina throughout the 1990s was a private commercial undertaking which also proved unsustainable. For a discussion of the *ELJ* and (more briefly) *ELT News & Views* see Pablo Toledo's two-part article "The English Language Journal" in the *Buenos Aires Herald*, February 19th (Part I) and February 26th (Part II) 2002.

¹³⁸ The parallel with these established professions may be somewhat unfair given the certifying role that certain associations have for their members and compulsory membership, legitimising their professional activity. Nonetheless there are many examples of professional associations with strong support in the absence of a certifying role, my own Organisation of American Historians being a case in point.

primarily for their potential financial yield in the marketplace). Secondly, as commodities they have become increasingly more aggressively marketed as export products through the very channels of communication and interdependence that globalisation has opened up. The most immediate example of this process in the English teaching world in Argentina has been the exponential increase in the quantity of distance-learning post-graduate courses offered to Argentine teachers of English by various UK and US institutions in the late 1990s.¹³⁹

Undeniably, revolutionary changes in telecommunications and information technology and the falling cost of international travel have opened cultural and linguistic opportunities for Argentine teachers of English, practically inconceivable in APIBA's early days as a professional Association when teachers got together in small groups to listen to 'native' speakers with a curiosity we might now reserve for somebody visiting from Mars. But while, in this respect, professional opportunities may be infinitely wider, APIBA members, Argentine teachers of English, are also simultaneously exposed, like never before, to increasingly predatory commercial educational activity, projected from the developed world, that, in the view of some commentators, amounts to a conspiratorial effort of Herculean proportions at cultural imperialism with nefarious consequences for national educational development and sovereignty.

Voluntary professional associations like APIBA are uniquely placed to promote the positive side of globalisation for their members while assessing and providing impartial counsel on the more predatory aspects of 'liberalisation'. This subtle role was the one APIBA was struggling to fulfill for much of the 1990s as multinational publishing corporations and foreign educational institutions and providers increased their presence in Argentina and bombarded professional and trade associations with speakers, 'reps' and 'freebies' to increase their market share in Latin America. APIBA must stand back from the fray, collect as much information as it can and evaluate it to provide a balanced information resource for its members, as a non-profit, impartial organisation representing Buenos Aires teachers of English. The October 1999 Annual Seminar 'Further Studies for Graduate Teachers'¹⁴⁰ was the first example of the Association's pursuit of this more subtle and critical role – a very encouraging development.

Another key area of APIBA activity becoming increasingly important in relation to these changes and acutely tied to English teaching as a profession, is the Association's role as representative of its members before governmental authorities and the general public. As stated in Article 2 of its Statutes,¹⁴¹ the assumption that APIBA provides a collective voice, not just for its members but for all Graduate Teachers of English in Buenos Aires, has been held since its inception. On this basis, APIBA has made repeated representations before the Education Ministry, both written and oral, on

¹³⁹ For example, the APIBA 1999 Annual Seminar dealt with this development. See www.apiba.org.ar/activities/9900/activities9900.htm (Access: 16/05/02)

¹⁴⁰ See above.

¹⁴¹ Artículo 2º.- Del Objeto.- "La Asociación tiene por objeto. a) Fomentar el perfeccionamiento de los profesores de inglés y trabajar por la constante superación y actualización de los planes de estudio, programmas y métodos de enseñanza de la especialidad en todos los niveles; b) Gestionar ante las autoridades competentes la sanción de las leyes, reglamentos y resoluciones que establezcan o actualicen normas para el ejercicio del profesorado y las remuneraciones correspondientes..." *Estatutos – Asociación de Profesores de Inglés de Buenos Aires*

behalf of this group.¹⁴² Furthermore, during the Ghenadenik Committee of the late 1980s/early 1990s the Association attempted to define ‘the profession of English teaching’ before the general public through a letter writing campaign to major Argentine newspapers.¹⁴³

This role is a perfectly legitimate one for APIBA as a professional association. More so, it is arguably one of the Association’s most important functions. Unfortunately it has also been one of the most neglected functions in the long term requiring patience, determination, and continuity that the fluctuating commitment from one APIBA Committee to another has not been able to provide.

At no point in its history has the Association been *seriously* consulted about educational reforms affecting its members nor any proposed legislation it may have an interest in.¹⁴⁴ As an interest group it has consistently been brushed aside by those making decisions which profoundly affect the long term professional concerns of those teachers APIBA represents. As a lobbying group, advancing those concerns and designing and pushing policies that benefit its members, its activities have been limited to a handful of random, uncoordinated, letters and brief interviews with Education Ministry officials with no tangible outcome to show for it and a persistent lack of follow-up.

Part of this weakness resides in the limited numbers an Association, with membership fluctuating from fifty to five hundred, can claim to represent to party political policy-makers interested in the number of votes their support, or lack thereof, might influence. APIBA simply does not have the numerical muscle and can be ignored with relative impunity.

These are external conditions that limit APIBA’s influence as an effective representative body. But they are compounded by a deep incapacity, within the Association itself, to collectively define what its interests are and pursue them with any tenacity or determination. The capacity to monitor legislative proposals and influence them as well as to internally generate policy proposals requires a policy-making structure and continuity (that, for example, a paid secretariat might provide) that has not yet been built and may well be beyond the Association’s reach. Furthermore, to support this structure, significantly more commitment would be required from ordinary Association members and potential members in terms of higher dues, payment of dues and real support for APIBA as their professional representative organisation.¹⁴⁵ Perhaps as part of the weak professional identity among Argentine teachers of English (discussed above), this level of commitment is also out of reach. The last forty years have not provided evidence to the contrary.

¹⁴² See above.

¹⁴³ See above.

¹⁴⁴ Extraordinarily, neither has it ever been consulted on, nor has it participated in, curricular design/reform in Teacher Training Colleges.

¹⁴⁵ This collective responsibility has been sadly lacking throughout APIBA’s life. There has been a distinct tendency for teachers of English to attempt to solve their own problems individually rather than to organise and collectively pursue their interests. When, for example the Art. 39 of the 1993 Law of Higher Education appeared to threaten the employment prospects in certain institutions for Argentine Teachers of English without a university degree (most have Teacher Training College degrees), devaluing their Teacher Training College qualifications virtually overnight, rather than organise to campaign for a political solution in defence of their rights, most chose, *en masse* to pay private as well as state institutions, for hastily constructed degree-conversion courses that would allow them to comply with the new law – thus in effect, endorsing it and further undermining their professional standing.



Cristina Banfi (Current President of APIBA) speaking at a seminar at the Lengüitas in May 2001.



The opening plenary session at the 2001 FAAPI Conference; APIBA's second as host Association. This was one of the biggest ever, spaciouly accommodated at the Universidad Católica Argentina in Puerto Madero.

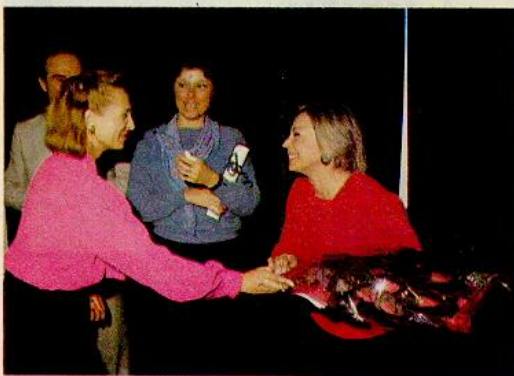


A cartoon by Tabaré in honour of APIBA's Thirtieth Anniversary.

PREMIO LITERARIO EN LENGUA INGLESA

La Asociación de Profesores de Inglés de Buenos Aires, entregó los premios del primer certamen de cuentos en inglés realizado en el país. El jurado compuesto por Denis Dunn, Lea Fletcher y Theodor McNabney, otorgó los premios, que incluyen la publicación en el Buenos Aires Herald. Los

ganadores fueron Beatriz Legorburo, Paula Versavsky y Carlos Eduardo Grosso. Las menciones fueron para Marta Caille-Bois de Dirube. Beatriz Legorburo, Adrián Garabuto y Fabiana Mejalelaty. El encuentro se realizó en el Lincoln Center de la calle Florida.

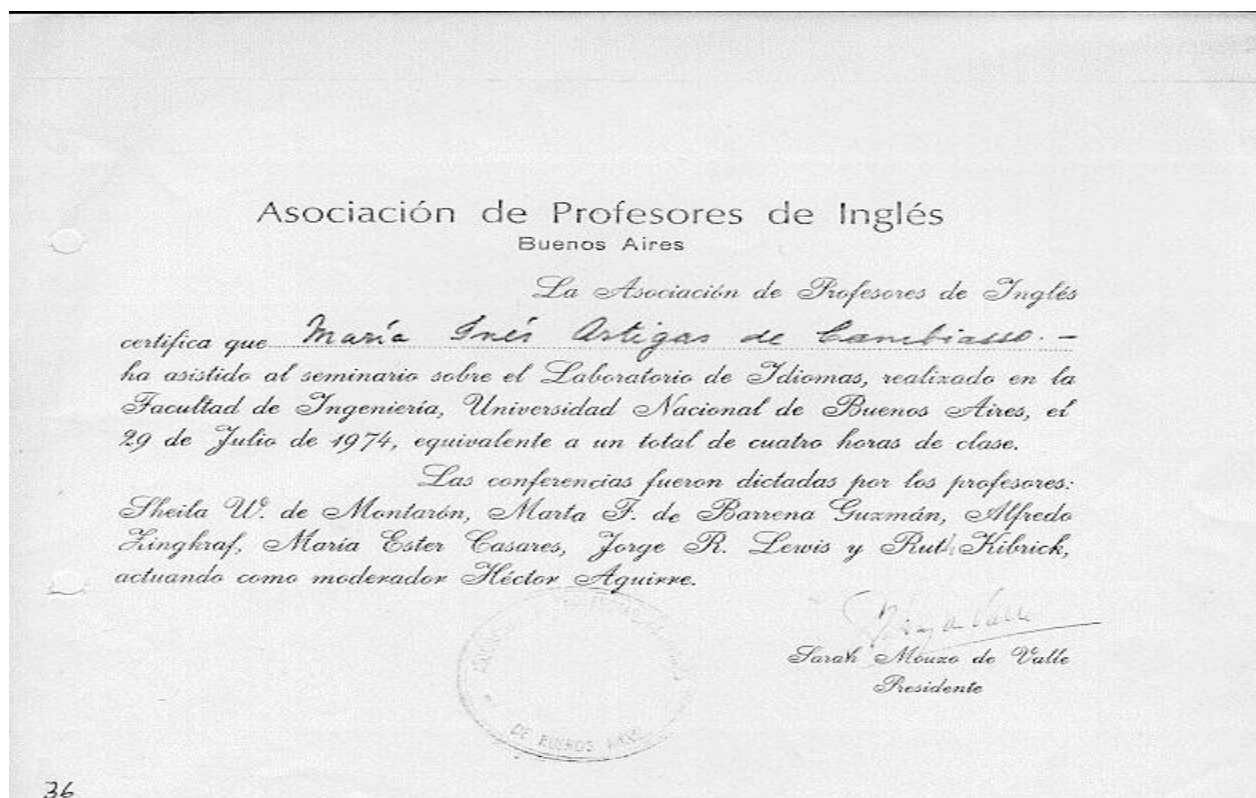


Arriba: Susana L. de Colombo, Marie Katramados, Beatriz Legorburo y Marta O. Moure, integrantes de la comisión directiva de la Asociación de Profesores de Inglés de Buenos Aires. Izq.: Marta Frenkel de Frers y Cristina T. de Grondona White, presidenta de APIBA.

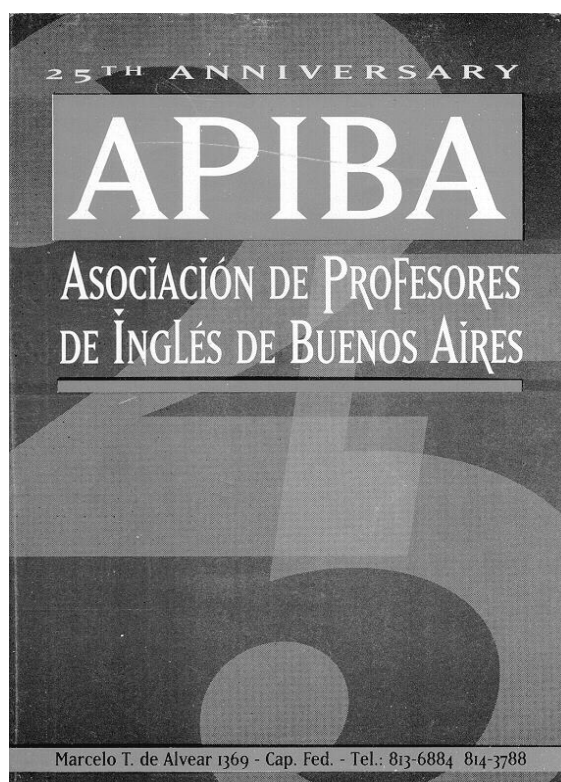
The committee of María Cristina Thomson de Grondona White, in 1987, in celebration of APIBA's sixteenth anniversary, organized a short-story competition in English, prize-winners were to be published in the Buenos Aires Herald. The entries were judged by Denis Dunn, Lea Fletcher and Theodore McNabney and the prizes, 1st, 2nd and 3rd went to Beatriz Olga Legorburo, Paula Varsavsky and Carlos Eduardo Grosso respectively. Prizes were awarded at a ceremony at the Lincoln Centre, May 6th 1988.



A cartoon by Alfredo Grondona White in honour of APIBA's Thirtieth Anniversary.



The cherished certificate distributed to all who attend APIBA seminars. This one dates from 1974 and is signed by then President, Sarah Mouzo.



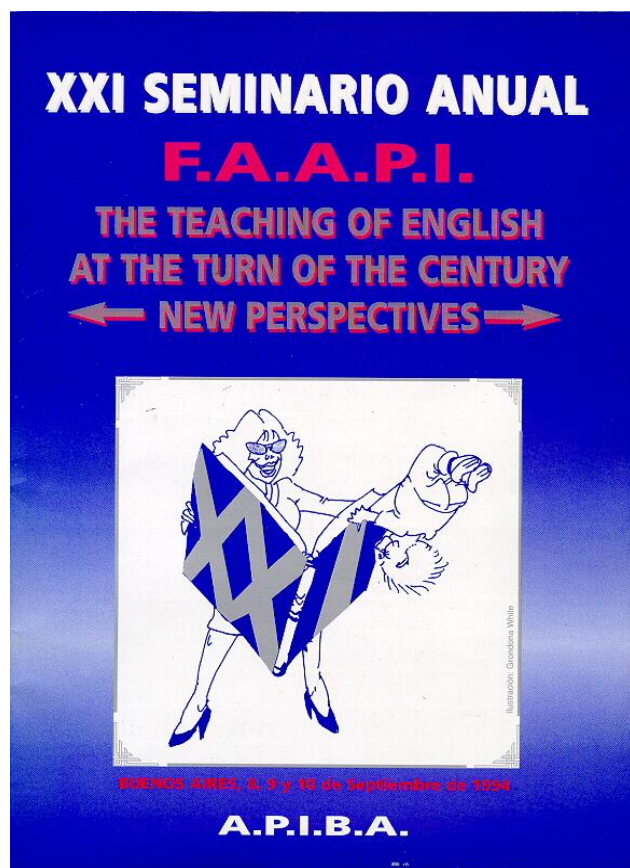
To celebrate its 25th Anniversary in 1996 the Committee of Inés Cambiasso printed pocket notepads.

APIBA HAS BEEN A PRETTY
AND CHARMING GIRL FOR THIRTY YEARS;
ONLY NATURAL, I BROUGHT HER UP,,,



HOMENAJE A LAPIBA SIGLO XXI DE G. B. SHAW

A sketch by Julio Parissi in honour of APIBA's Thirtieth Anniversary.



FAAPI 1994 – The Conference Programme Cover



FAAPI 2001 – The Conference Programme Cover



A presentation at the 1999 APIBA Annual Seminar 'The Future of Teacher Education'. The Speakers from left to right are Ana Armendariz, Silvia Rettaroli and Silvia Luppi.



Organise or perish! The voluntary nature of APIBA seminars extends to the catering arrangements as Committee members do the honours here at a seminar in 1999.



FAAPI 2001
Conference



THIRTY YEARS OF TEACHING ENGLISH

APIBA 1971-2001

**A History of the Asociación
de Profesores de Inglés
de Buenos Aires**



RAYMOND A. DAY

Day, R. A. (2002). *Thirty Years of Teaching English: APIBA 1971-2001. A History of the Asociación de Profesores de Inglés de Buenos Aires*. Buenos Aires: APIBA. ISBN 987-20307-1-7 – The 2002 Edition Cover



APIBA SIGs 10th Anniversary (March 2010)



SIGs Opening Event (April 2011)



TWICE TWENTY AND
NOT A DAY OLDER
THAN MOM,
WHO IS ONLY FORTY!

ALFIE

A cartoon by Alfredo Grondona White in honour of APIBA's Fortieth Anniversary

SIAMESE TWINS
JOINED BY
A COMMON T-SHIRT!



Another cartoon by Alfredo Grondona White in honour of APIBA's Fortieth Anniversary



A sketch by Julio Parissi in honour of APIBA's Fortieth Anniversary



A cartoon by Tabaré in honour of APIBA's Fortieth Anniversary



APIBA's Fortieth Anniversary cake (2 July 2011)



APIBA's Fortieth Anniversary Lunch at Campobravo restaurant (2 July 2011)

ALMUERZO 40º ANIVERSARIO DE APIBA

MENU

BANDEJAS

- BRUSCHETTA DE CAVIAR
- BRUSCHETTA CAPRESE
- BRUSCHETTA 4 QUESOS
- TARTELETA DE SALMON
- TARTELETA DE CHAMPIGNON

PLATO PRINCIPAL

- RAVIOLES/ROQUIS O TALLARINES (SALSA A ELECCION)
- O
- POLLO AL VINO BLANCO CON CROCANTE DE PAPAS

POSTRE

FLAN, ENSALADA DE FRUTAS O HELADO

BEBIDA

AGUA / GASEOSA

CAFÉ

COPA DE VINO

NAVARRO CORREAS
NORTON DOC

BRINDIS



Alfredo Grondona White's cartoon for APIBA's Fortieth Anniversary Menu



APIBA's Fortieth Anniversary Paper-Up souvenir



APIBA's Fortieth Anniversary Committee

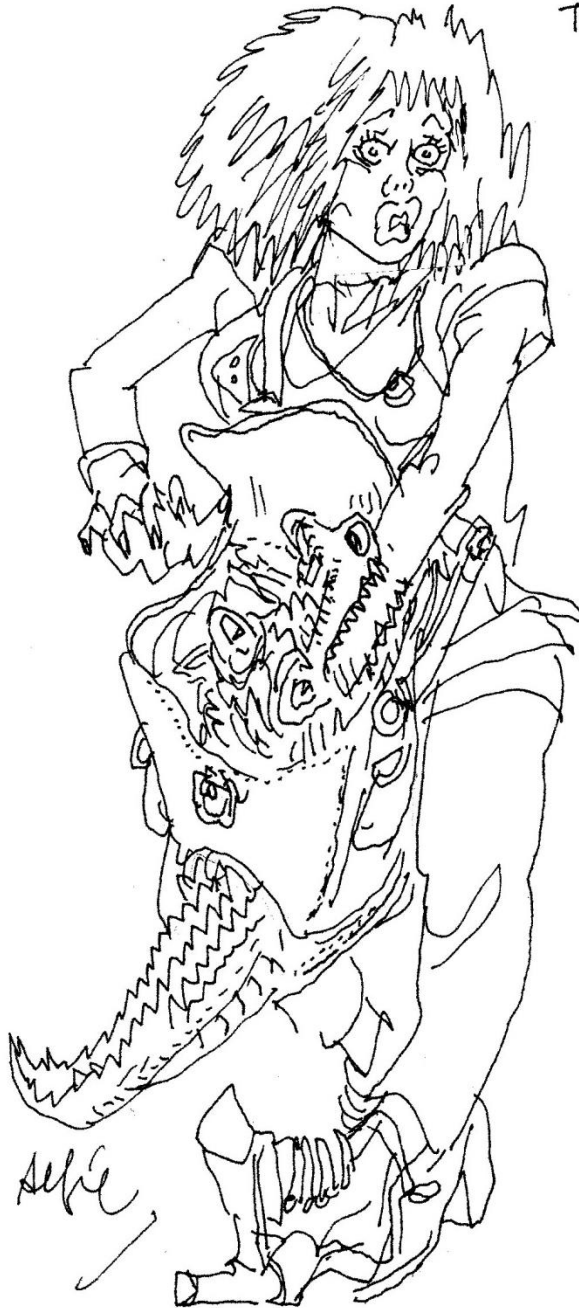
LAYING WAS
MOTHER GOOSE!
(PONIENDO ESTABA
LA GANSA!)



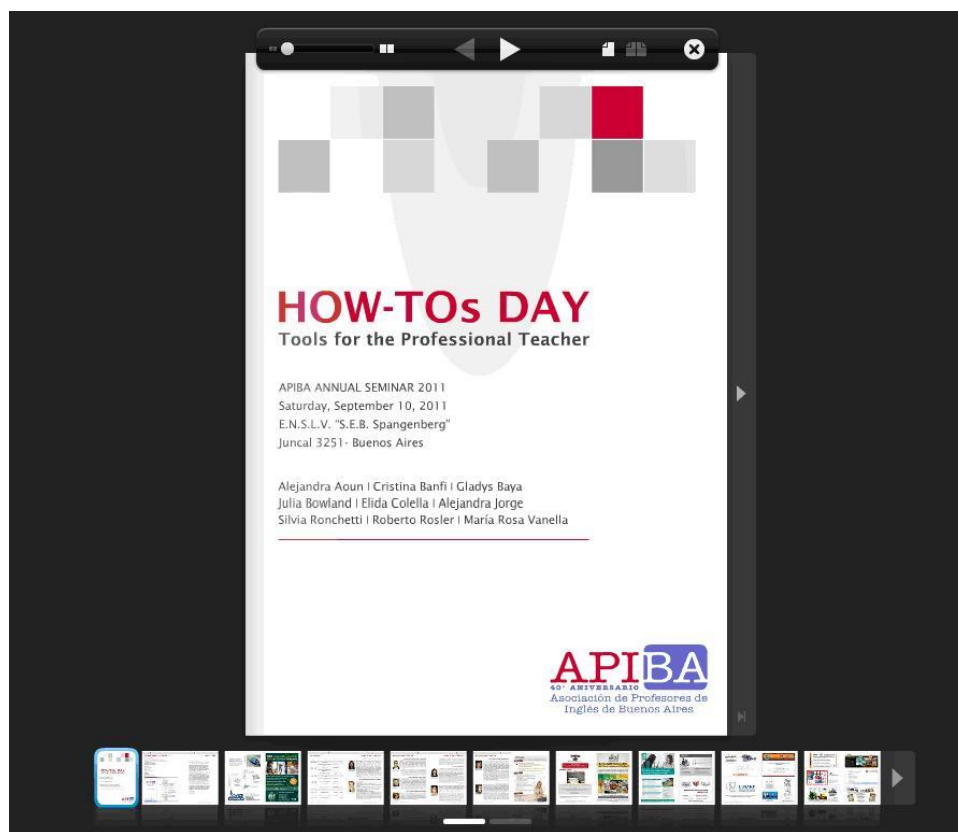
A cartoon by Alfredo Grondona White for APIBA Treasury (2011)

SORRY, DIDN'T KNOW
YOU HAD A CROC
IN YOUR PURSE...

APIBA
TREASURY.



Another cartoon by Alfredo Grondona White for APIBA Treasury (2011)



APIBA's Annual Seminar 2011 e-Programme



APIBA Museum opening at KEL Belgrano (November 2011)

Chapter 4 – Voices of APIBA

Throughout the course of 2000/01 and then again in 2011/12 a group of former APIBA Committee members were asked to look back on their participation in the Association, what they did for it, what challenges faced it and how they were overcome. Many served on the Committee over the forty-year period this document celebrates. Below are the reflections of several key figures (though by no means all) from the different eras of APIBA. These statements were made during recorded conversations with the author.¹⁴⁶

Several recurrent ideas emerged in most interviews. Prominent is the idea of a Call to Service. References are often made to the poor state of the Association when the interviewee's Committee assumed office. Likewise the lack of continuity, from one Committee to the next, is also often stressed. Also frequently implied, if not outrightly asserted is the interviewee's confidence that their Committee 'saved' the Association from almost certain collapse. Few past-Committee members interviewed had positive things to say about the work of Committees not their own. Several interviewees were highly critical of their colleagues for differing reasons, often personal. The picture emerging is one of rivalry, envy, grudging respect (where it exists) or complete lack of interest in the Association and its current activities.

Despite some of the limitations in professional solidarity among APIBA staffers there is general agreement about the need for the Association, its importance and usefulness to Buenos Aires Teachers of English.

How did the Association begin and what was its purpose?

I never had much to do with APIBA except at the very beginning. I think I should say I started it. It was an effort; it was difficult. There was a lot of indifference on the part of many people or even disagreement or non-acceptance by many people of an Association that involved everybody in the profession.

The idea was to improve the standards of the profession, of the teachers, to create opportunities for further learning, to specialise ...

I don't remember more. I even mix them up with the objectives of the [English Language] Journal: to reach out to far flung places in the country.

Activities, lectures, seminars mainly to bring teachers together to discuss professional issues.

One of the big problems was, and still is, the idea that English teaching in Argentina is not well defined. There are a lot of people who study English for five years in any

¹⁴⁶ There are several instances, that follow, where statements made about particular events do not coincide with available written records. These anomalies have not been edited but left to stand as original testimonies of interviewees, acknowledging the difficulty in accurately recalling incidents that happened ten, twenty or even thirty years ago. Figures of speech, repetition, and negative personal remarks about colleagues have been edited and withdrawn as have parts of interviews where the interviewee specifically requested to go 'off the record' along with comments and statements not relevant to APIBA. While segments of different interviews recorded at various times over the course of a year, have been thematically organised, the statements that follow are, in the view of the author/interviewer, sufficiently in context.

private school at any age and they say that they're English teachers, and so graduates from colleges of education feel jealous about this and there is a campaign that has been going on for decades whereby English teachers try to establish the difference between graduates and non-graduates. And so this is one of the main reasons why this Association was formed.

At the beginning in fact there was a big issue whether to accept only graduates or anybody teaching English and I must say that at that time I was on the wrong track: I wanted everybody in, but the people who thought that only graduates should be admitted won and they were right to defend the profession.

*Aldo Blanco*¹⁴⁷

I thought it was a non-profit making Association that could cater for professional development and it would have a professional presence in the community.

I was a young lecturer at the *Joaquín and Lengüitas, Comercial 23*, and *Liceo 4*. I knew almost all of them [on the Committee]. Lewis was one of my teachers at the Profesorado when I was in my first and second year, Phonetics I & II. So I knew him but not Sarah Mouzo, I met her much later.

I thought it was a good idea to have a professional Association and it would be, and it still is, the only one that groups certified teachers.

*Susana Gullco de Groisman*¹⁴⁸

From its very beginnings until the mid-1980s we could say that the Association offered what people really needed i.e. courses, the possibility of having or listening to foreign speakers – professionally it offered something that members couldn't get outside of it.

*María Cristina Thomson de Grondona White*¹⁴⁹

[The objectives] were very clear – laid out in the Statutes and bylaws: to get teachers together to engage in professional activities that would result in professional and personal development – the idea of establishing links with other teachers in the country and international organisations as well. In this regard letters were sent to a number of Universities in Mexico, Peru, Lima, Chile, inviting people to the Latin American Congress as part of this drive.

We took the Statutes to be biblical truth. Overriding our personal professional concerns and political ideas that differ from one another. The backbone of all this is what APIBA should be.

*Daniel Reznik*¹⁵⁰

¹⁴⁷ Aldo Blanco served as Secretary of APIBA from 1971 when it was founded until 1974. He also provided a roof for the Association in the *English Language Journal* offices in its earliest period. Blanco graduated as an English Teacher from the I.S.P. "J.V. González", went on to earn an M.A. in English in the USA (University of Buffalo) and a Diploma in General Linguistics from the University of Edinburgh. He had a highly prominent teaching career in English and Linguistics in Argentina.

¹⁴⁸ Susana Groisman served as President of APIBA from March 1985 until December 1986. Groisman also graduated as an English Teacher from the I.S.P. "J.V. González" and served as Head of the English Dept. at the Profesorado. She is a well-known English Literature lecturer having spoken at numerous conferences and seminars throughout Argentina.

¹⁴⁹ Cristina Thomson de Grondona White served as Treasurer of APIBA from 1978-79 and then as President from 1986-88. From 1995-97 she further served as Vice-President of the Association before service as President of the Federation. She graduated as a Teacher of English from the *Instituto Superior del Profesorado de Rosario*, Santa Fe, and as a Drama Teacher from the *Escuela Nacional de arte Dramático* in Buenos Aires. During an indomitable teaching career she won three postgraduate scholarships to the USA.

I had the feeling that ... [the aim of the Association] was mostly professional development. I didn't feel that in our country there was much the Association could do as regards standards/accreditation, whatever. Even if that was part of the Statutes. I didn't think at the time that we had the power or the possibility of doing so. I've always had the same feeling.

At that time I thought it was for a group of people by a group of people; professional development and mutual help.

*María Inés Artigas de Cambiasso*¹⁵¹

[APIBA] ... was an Association giving teachers the opportunity to share things, each sharing what he or she knew with the others. Also, an aim was to keep teachers informed about what was happening in the world. There were not so many lectures. APIBA was one of the ways to tell people about the newest things in the profession and to help the young teachers insert themselves into this community. We weren't concerned about getting discounts – it was more an intellectual thing.

*María Teresa Viñas Urquiza*¹⁵²

It was to make teachers aware that they were members of a group and that that group had certain commitments connected with the essence of being a Teacher of English; the reality that we face as Teachers of English. That was for me the most important thing – knowing that one was not alone and that one was part of a community – working for APIBA was a way of showing that one felt that one was part of it, promoting interests, improvement, upgrading, connections, even just social connections because we here in Capital know nothing about what is going on in the provinces.

*Ana María Anta Paz de Castagnino*¹⁵³

At the very beginning APIBA had more of a social purpose than an academic one. It was about getting together and being friendly with one another. Then when APIBA became a member of FAAPI then there was more of an academic incentive.

*Beatriz Tosso*¹⁵⁴

¹⁵⁰ Daniel Reznik served as Secretary of APIBA from Oct. 1989 to Dec. 1990 and ran, unsuccessfully for President of the Association. He graduated as a Spanish Language teacher and subsequently as an English Language Teacher from the I.S.P. "J.V. González". He completed an MA from the University of Reading – UK.

¹⁵¹ María Inés Cambiasso served as an Ordinary Member of APIBA from December 1983 until March 1985 when she became Deputy Treasurer until the end of that year. From 1995-97 she served as President of the Association. Cambiasso graduated as a Teacher of English from the *Lenguas Vivas* and taught there for much of her career as well as serving as Principal of the *Champagnat* school in Buenos Aires and as a Programme Evaluator for the Ministry of Education. She completed an MA in Education from the University of East Anglia.

¹⁵² María Teresa Viñas Urquiza served as Secretary of APIBA from 1993-95 and then briefly as a Reserve Ordinary Member until 1996. She graduated as a Teacher of English from the Universidad de Córdoba and then earned an MA in Linguistics from Northwestern University in the USA. She has lectured in Contrastive Analysis at the *Lenguas Vivas* since 1973 and in English Grammar at the *Lengüitas* since 1975. Well-known as a Linguist, she has written a grammar of the *Mataco* people of Northern Argentina.

¹⁵³ Ana María Anta Paz de Castagnino served as President of the Association from 1993-95 in which capacity she led the organisation for the 1994 FAAPI Conference in Buenos Aires. She graduated from the *Lenguas Vivas* and has taught there for most of her career having served as a Section Head.

¹⁵⁴ Betty Tosso served as an Ordinary Member of the APIBA Committee from 1979-81 and then as President from 1997-99. She graduated as a Teacher of English from the I.S.P. "J.V. González", where she had taught for most of her career.

How did you become involved with the Association?

From the beginning – the first President Sarah Mouzo, was a friend so I knew what was going on.

*Nelly Shakespear*¹⁵⁵

I became a member of APIBA in 1970 something – after it started.

Susana Gullco de Groisman

When did I join APIBA? Back in 1971. One of my close friends was Sarah Mouzo, and Copete Goyeneche and I joined. At the time I was not on the APIBA board or anything but I gave this lecture: The Teaching of Business English. In May 1975 when I came back to Argentina for good there was a one-day session on Linguistics and it was for grammar teachers.

*Jorge Ghenadenik*¹⁵⁶

[I got involved] through George Lewis who was a former teacher of mine. He invited me to become a member so I enrolled in 1974/75. Because I did a lecture for APIBA at the Champagnat in 1975 so I was already a member. Then I became a regular member. And then there was a problem because APIBA sort of disappeared ... in the 1980s.

*Efraín Davis*¹⁵⁷

I was a member from the very first day. I was present at the opening ceremony. At that time I believed in getting together to solve problems of the profession, to help other teachers. I didn't know what was going to happen because it was something new, but I thought that no harm could come of it – at the worst it would disappear eventually.

The opening ceremony in 1971 – there was a session at ICANA – I remember Tucky Mouzo was there, Aldo Blanco was there and a number of people I didn't know at the time and I really don't know how I got invited to that. Quite a few people – 50-60 people.

I was 29. Aldo Blanco must have been 35 or 38 not much more than that and Tucky must have been in her 40s. They were seniors really – well known. The audience – I was there alone – I had the feeling that I was younger than the rest of the audience.

María Inés Artigas de Cambiasso

¹⁵⁵ Nelly Shakespear served as President of the Association from 1978-80. She graduated from the *Instituto Superior del Profesorado de Rosario*, Santa Fe as a Teacher of English and after teaching there briefly she won a scholarship to McGill University, Montreal where she earned an MA in English Literature. She subsequently taught Language and Literature at the *Joaquín V. Gonzalez* and in the UK for a year at Bristol University.

¹⁵⁶ Jorge Ghenadenik served as President of APIBA from 1988 until 1991. He graduated as a Teacher of English from the *Joaquín V. Gonzalez* and subsequently earned an MA in the USA and then completed courses towards a Ph.D. in Linguistics at the University of Pennsylvania but never writing the thesis. Ghenadenik has taught for much of his career at the *Joaquín*.

¹⁵⁷ Efraín Davis served as President of APIBA from 1991-93. He graduated as an English Teacher from the *Joaquín V. Gonzalez* and subsequently earned an MA from the University College of North Wales – Bangor. Davis has had a long and varied career in teacher-training in several Colleges and Universities in the City and Province of Buenos Aires.

I studied at the University of Córdoba. I got my degree in 1964. Two years before I was a student at Córdoba there was a meeting in Cruz Chica where the person that later organised the Federation used to gather teachers from all over the country for meetings/seminars/lectures – this was my first contact with a kind of Association. Then, when I got my degree, I went to the States for a Master's and I came back to Buenos Aires and I joined UCA. That's where I started my career as a teacher. I started at the tertiary level because at that time I was one of the few people who did transformational grammar.

Almost at that time we started APIBA. I joined the Association and ever since I have been a member.

It was not as sophisticated as it is now. We had the Annual Seminar with literature, methodology, a lot of grammar and linguistics and from time to time there was an extra seminar as an opportunity for social gathering for people to meet and have tea. Then it got more and more involved in subsequent years with the question of what to do with our degree – how to make it more important for people. It has been a long struggle with no results.

María Teresa Viñas Urquiza

[Originally] I got personally involved also in the administration of the *Lenguas Vivas*. I was Head of Section for a time and I was a candidate to be Dean – I was not elected. I always felt that as teachers we had a responsibility for that aspect, not the classroom aspect, the superstructural thing.

I heard about APIBA because there were notices. I heard about it on the grapevine. It was something remote at the time. For the first years of my working life I did not pay much attention to it but then once my career was more stable I developed a kind of conscience for what I was doing, what my commitments were, and I started paying more attention to it.

When I was round about forty, when I had some experience, I decided to participate. So I started attending the meetings of APIBA –this was in the eighties. I participated in seminars and in the assemblies and we discussed things. Also people from the *Lenguas Vivas* started participating in the *Comisiones*, [people] like Maria Silvia Stagnaro, Claudia Ferradas de Moi, Ines Cambiasso, etc. So people who were nearer me, including some of whom were students of mine, started getting involved.

Ana María Anta Paz de Castagnino

Many years ago. I was an ordinary member on the Committee with Nelly Shakespear and it was a small group then, it must have been about five people. We worked rather humbly, you might say, but very well. We probably had more members but I think these days APIBA is fighting more for the rights of the people.

What we did in Nelly's time was mainly organizing talks and not many, two, three or four a year. I am not sure there was an Annual Meeting at that time – I don't think there was. Once we organized a seminar and a party at the house of a friend of mine. It was a gallery and it was lovely. I remember more that Committee than when I was President myself. Another time we organized a Phonology group of four teachers doing things at the same time and those who attended could go from one group session to another – that was quite nice.

Beatriz Tosso

I knew APIBA was an association of graduate teachers. Many of my own teachers were committed to the Association and they encouraged us to become members when we graduated.

*Analía Kandel*¹⁵⁸

Through Daniel Reznik. He invited me to be a member of the committee when he was running against Efraín Davis. I had already been going to presentations of APIBA. I was proud to be invited to be a member of his list. By 1991 I had been a graduate for six years. I had been to the US for a scholarship three years earlier. I was working at ICANA then and I already had two children. I had just started teaching at the *profesorado*, Joaquín V Gonzalez, Geography.

*Sandra Revale*¹⁵⁹

How you got onto the Committee

George [Lewis] was there so when he wanted to give up they asked me if I wanted to do it - he persuaded me to do it.

Yes - George must have talked to me sometime in 1978. I still remember where we met in a *confitería* in town on Paraguay and Esmeralda and we had a long talk and I said I would do it. We had a general meeting in December and my name was put forward as a possible member of the Committee.

Nelly Shakespear

In 1973 I got a Fulbright Scholarship and I went to the US and I lived there for four or five years and I did a Ph.D. in English at Michigan State. After that I stayed on and I taught for a couple of years at Ohio University (Athens, Ohio). I got back. Went through a competition and became Executive Director of the Fulbright Commission here in Argentina – and I ran that for 20 years.

In the meantime somehow I got connected with APIBA – they needed somebody at that time – they were difficult years – this was in the early 1980s. They didn't even have a place to meet and I had a large office at the Fulbright Commission and we used to hold our meetings there.

It was an election – there weren't too many people who wished to volunteer, you know. There may have been two lists – I don't quite remember. Two groups at the Joaquín competing against one another. It had to do with politics, the Left and the Right at the time – some, quite a bit of infiltration against Mrs Schiffrin who was the Head of the English Dept. at the Joaquín at the time. She was too far to the Right.

They were not easy times – not only for political reasons – but also because there was little money.

*Rolando Costa Picazo*¹⁶⁰

¹⁵⁸ Analía Kandel is a graduate Teacher of English from the *Joaquín V. Gonzalez*. She subsequently gained an MA from the University of Reading, UK, and is a well-known figure in teacher-training in Buenos Aires, having for a time even hosted her own radio show. Kandel first joined the APIBA committee as Deputy Treasurer in 1999. She stayed on until October 2003. After a hiatus she returned in 2009 as president where she remains at the time of writing, currently leading the organization of the 2013 FAAPI Conference to be held in Buenos Aires.

¹⁵⁹ Sandra Revale is a graduate Teacher of English from the *Joaquín V. Gonzalez*, was treasurer of APIBA from 2001 until 2003, when she became president. She served as president until October 2005.

¹⁶⁰ Rolando Costa Picazo served as President of APIBA from December 1980 until March 1985. Graduating as a Teacher of English from the *Instituto Superior del Profesorado de Paraná* in Entre Ríos, Picazo went on to earn a Diploma in English Studies from Nottingham University, UK and a Ph.D. in Literature

Not sure how I became part of the Committee. I was needed after the problem with Malvinas - the previous Committee's baby. There was devastation. No activities that the Association could organise because people could not attend. Besides many British people had left the country. A bad state of affairs when we took over at the end of 1984. Rolando Costa Picazo and Adriana Boffi approached me because they thought that I had the guts to do it, that's why, because the Association was completely finished. There were scarcely 20 people. According to the Statutes you needed 20 people. We could hardly get them to sign that list.

We met [at the AGM] and Rolando and Adriana had concocted this list with a number of people from the *Joaquín* and a number of people from the *Lenguas* and that's all. So I met Silvia Stagnaro there and I met Inés there - we had never met before.

Inés Cambiasso and myself - we had an office - it was all dirty - it was on Lavalle Street. A tiny place, but our own. We managed to go on having that office for the full two years that we were in charge.

On assuming responsibility our Committee found that the organisation was in the red. We did so many things, so many different things, we even sold books in the street, you can't imagine the things we did. We managed and after two years we had a surplus of funds. I am very proud of that. That meant a lot of work.

Susana Gullco de Groisman

I got involved through Alicia Zingoni and the very first President of APIBA, Sarah Mouzo, because they were my colleagues at *Lengüitas*. The four of us, Graciela Moyano, Sarah Mouzo, Alicia Zingoni and myself were appointed to teach the four English subjects at the Profesorado (*Lengüitas*) when it first started. I joined as a member. I must have got enthusiastic. I was member of the Committee for George Lewis and I was Treasurer for Nelly Shakespear and I was Secretary for Nelly Shakespear.

I was always associated with APIBA as Committee member or just member.

María Cristina Thomson de Grondona White

... shortly after that I got my first chair in Teacher Training College and I felt at the same time that something had to be done for the profession and I knew there was an Association that was supposed to bring teachers together and improve standards and enhance their professional level, so I joined in. It must have been 1986/87 and then in 1988 people said "we need help, we need a hand to bring this back like a Phoenix." Of course, there had been difficulties back in 1988. The Association had been very close to actually closing down. I volunteered to lend a hand and I was appointed Secretary in 1988 and I spent 3 years as a Secretary up until 1991, once again September when I lost the elections for President. And I lost to my noble colleague, Efraín Davis, so I kept on being a rank and file member up to this day.

But mostly what brought me to APIBA was the idea that something had to be done to improve standards.

Daniel Reznik

from Michigan State University in the US. Having taught extensively at the *Joaquín V. Gonzalez* and less at the *Lenguas*, Picazo has earned major recognition as a literary translator. For twenty years he also directed the Fulbright Commission in Argentina.

They called me more than once and I was not sure I wanted to do it...or [could] do a good job... a lot of effort or time, etc. Finally, Tucky Mouzo called me many times and so did Nelly Shakespear.

All the people who joined in those days were very young and very enthusiastic.

Jorge Ghenadenik

APIBA became a very very closed circle of a number of graduates from one institution, the *Joaquín*, so when Esteban [Cresta] and Cristina [Thomson de Grondona White] came up to me and said, "We want to open up the Committee to graduates from other institutions because APIBA is slowly dying." So I said: "OK, but all the people that I am going to suggest for the committee will be from other places and not the *Joaquín*." The invitation in fact was some kind of pressure because nobody wanted to take over – it's for free – you have to devote time to it. It's not very rewarding because the members are always complaining about something. But the only thing you can do is remind them of paying their fees, which they don't if you don't remind them of that.

There was an Assembly, according to the Statutes, in Belgrano. It was called at 9.00 in the morning but there were not enough people for the quorum. So they had to wait another hour and so we entered our list for the election. There were two lists: one, the 'Old One'; and the other one the 'New One', and we won.

Efraín Davis

Probably Ana María Castagnino and her Secretary offered... [the Presidency of APIBA] to me. I was pushed into it a little bit as well. I asked Cristina Grondona to be my Vice-President so that she could help me with all the experience and expertise she had. In March, when we went to the FAAPI meeting in Córdoba, Cristina got elected FAAPI President, so she didn't help much after that. I also asked María Teresa to stay on for a bit and there were two other people who carried on too.

At the time when I was President I did make use of the media to explain the situation of graduate teachers and professionals and this and that so I sent an article to the *Herald*. And then I was interviewed on the radio – twice I think on the problem of professional identity and employment of non-graduate teachers. I was on television, *Yes*, by Charlie Lopez with Susana Cordés. I could never get to see the programme – I was talking about APIBA – the objectives and what we did, etc.

María Inés Artigas de Cambiasso

There was no transition. There was the Assembly. As always, nobody wanted to be President and they asked Ana María Castagnino and she phoned some of us and asked for our help. I had already been on the Committee so I said I would accept only if several others did. The day after the Assembly we formally changed the Committees. That day...[the outgoing Committee] said 'Here you have all the books – goodbye!' That was that. It was hard.

María Teresa Viñas Urquiza

In 1993 the President at the time, Efraín Davis, called me and told me that he thought that I would be a suitable candidate for the Presidency. It was quite a surprise for me. I had never thought of that as a possibility. But then he told me that they were planning to have the FAAPI seminar in Buenos Aires in 1994 and his term as President was expiring in 1993 and he wanted to leave things more or less organized and there was nobody from among his people (from the Province of Buenos Aires) who wanted to go on - from within his group. Things are run by groups here in

Argentina, that happens. I talked to him and I said that I was willing to try it for two years and that is what happened. They predicted that we were going to have a very troublesome AGM but we didn't. I phoned a number of people to form part of my *Comisión*, personally. People whose names were given to me by other people whom I called (some were known to me). I called people from the *Joaquín V. Gonzalez*, from La Plata, and from other *Profesorados* which are private, from *UCA, Salvador*, people who were from different areas. We formed a *Comisión* of nine people and we worked beautifully together. We had never worked together before.

Ana María Anta Paz de Castagnino

Most of us at that time were forced to be members of the Committee. The previous Committee felt that APIBA had become dominated by the *Lenguas Vivas* so they wanted somebody from the *Joaquín* to get involved again.

They couldn't find another President. There was nobody else and I am rather well known in the Profession, and I had been there before. Susana Groisman phoned me and asked if I wanted to be President. At the time I had two offers. One was to be Head of the English Dept. at the Teacher Training College and the other one was to be President of APIBA. I made my decision. It was very hard work to be a head at the *Joaquín V. Gonzalez*. I didn't like the idea of the meetings with the administration about rules and regulations and those things I hate. So I thought that out of the two I should pick up one and I thought APIBA would be easier. Now I don't think it was. During the first year all the Committee members were new people and we were a bit lost. We got on well together, we tried our best but I don't think it was a good period at first. In the second year we came up with many more ideas.

Betty Tosso

Analía Kandel invited me. I was on the committee for four years before running for the presidency. When Analía invited me she said 'there were interesting things going on'. They were going to do FAAPI. She was learning a lot. There were interesting people. I had wanted to help since the days of Davis.

Sandra Revale

I didn't know much about APIBA really. I had never been invited to become a member so I didn't know much about it. At that time I was working as a teacher... APIBA didn't have much visibility in the 90s... As I had never been invited, even as a teacher, to become a member, then it didn't exist for me until Inés Cambiasso told me once... APIBA is offering a trip to England... why don't you come along and see if you are chosen... you have to be a member of APIBA... at the end of that year (1997) I went to the AGM and that's where I got into the committee, but I hadn't known anything about APIBA before that, I hadn't heard about it... when I became an active member I started getting to know what it was like.

At the AGM I didn't know people but I was kind of drawn into it, and that was that... the first year was hard... I became friends with Marite Stringa who was at the Joaquín... I feel that APIBA brings people together because you get to meet people from other places.

*Stella Schulte*¹⁶¹

¹⁶¹ Stella Schulte is a graduate Teacher of English from the *Lenguas Vivas*. She joined the APIBA committee as secretary in 1997. In 1999 she became vice-president until 2003. In 2005 she returned to the committee as president of APIBA, serving as such until October 2009.

... I became a member and a member of the committee at the same time. There were just a couple of months of membership before I joined the committee.

When Cristina [Banfi] became president my first four years on the committee were with her. Everything was very new and at the beginning I just looked around and found out what being a committee member was about, what APIBA was about, because I didn't know a lot about APIBA, what it meant, what the aims were. I found out about the areas that the committee worked on, publications, the newsletter... Cristina started creating sub-committees, there were like eight.

We spent time getting organized first, then the next big project was the FAAPI 2001 conference. It was very exciting. Everything was very new to me and we all learnt as we went along.

During my fourth year on the committee I was the VP. In 2003 people thought I was going to become president. ...at that time I took up radio production. I stayed in touch, I attended events. I was tired and had the need to do something different.

Analía Kandel

My first memory of APIBA is from when I was a student and I attended a seminar that was held when I was in my second year at TTC. And then for many years I wasn't around. And then when I came back to Argentina I became a member and I talked to many people I knew like Ines Cambiasso and Susana Groisman who gave me their opinions about how things were going and how new people should get involved and take part on the committee and so I became an ordinary member on the committee because I thought I could do my bit to contribute something.

*Cristina Banfi*¹⁶²

Why did you want to become president?

No one wanted to become president in October 2005. Normally you have already talked with people to see if somebody will take over but we couldn't get anyone. So the AGM went ahead as planned but when the moment came for the renewal of authorities nobody was interested. There were thirty or forty participants. Then we went to *cuarto intermedio*. We sent out letters emphasizing the importance of APIBA. One of the respondents, Stella Schulte, was ripe to be persuaded. Cristina talked with her several times among others.

Sandra Revale

...I knew there was going to be a crisis in 2005...Sandra was not going to go on another two years. I had the time...I felt that if I could then I should work for APIBA.

Stella Schulte

¹⁶²Cristina Banfi is a graduate Teacher of English from the *Lengua Viva*s. She earned an M.Phil in Linguistics from the University of Cambridge and then a Ph.D. in Linguistics from University College London. She is a prominent figure in teacher-training circles in Buenos Aires and throughout Argentina and currently directs foreign language teaching provision for the entire public school system throughout the city of Buenos Aires. Banfi served the APIBA committee for seven consecutive years. She joined as an ordinary member in 1998 and became president in Oct 1999, serving until Oct. 2003 when she returned to being an ordinary member until 2005. Banfi, as president, led the organizing team for the 2001 FAAPI conference in Buenos Aires.

... I think that I was always very committed to the association from the very early days when I was a student and my mentors got across that commitment to me... when I had had a break and the offer of help was requested.... being a president of APIBA requires a great degree of generosity with one's time... I have two paid jobs now and APIBA is my third job. I have three hats that are on my head alternately every day. I hadn't thought of becoming the president until Stella phoned me. About 6 years had passed... probably I had already had a rest...

Analía Kandel

On APIBA Members and Membership Drives

I think that within the profession you can have ... [distinct] groups. There are people, very much involved with Business English, Technical English, Literature, Linguistics and so on I can't think of any group dominating APIBA; there were Presidents sometimes that came from the *Lenguas* and sometimes from the *Joaquín*, so not even the colleges have dominated.

I don't remember [anyone from outside these two institutions]... There may be, because these are not the only institutions: they are top in the level of scholarship or ... study or of teaching, not scholarship so much. But there are other Teacher Training Colleges and Universities in BA as well and I'm sure that there are people from other institutions within APIBA. But any group dominating I can't think of.

A large number were teacher trainers - people who taught at colleges, and so were the top people in the profession. I remember attending a couple of social evenings towards the end of the year. APIBA has the tradition of having a party – top people in the profession would come.

Aldo Blanco

In Buenos Aires ... [members were from] the *Profesorados*, mainly the *Joaquín*. [APIBA leaned] much more to the *Joaquín*. When I was President we tried to get more *Lenguas* people involved but it was really a one in ten relationship between *Lenguas* and *Joaquín* on the Committee and in the seminars as well.

The rivalry between the two Profs. was a fact. It was broken to some extent when people were competing for the various chairs in both institutions. But it was mainly people from the *Joaquín* who infiltrated the *Lenguas* by this method. Aldo Blanco did this, Ghenadenik, Beatriz Koessler, Laura Campagnoli.

Between five and seven people in the '80s or end of the '70s got in in this way.

Nelly Shakespear

APIBA was mostly controlled by the *Joaquín* who were not good friends with *Lenguas Vivas* – there was enmity there. I thought that was very stupid. In my time I invited people from *Lenguas Vivas*. So we had several people from outside the *Joaquín*, Patricia Jacobs (*Lenguas*) and Luisa Granato de Grasso (*La Plata*). So at that time we were able to group together people from La Plata, *Lenguas Vivas* and the *Joaquín*.

The *Lenguas*, all of a sudden, became as important as the *Joaquín*. In my time the *Lenguas* was looked down upon as it were. There were all of these ... er ... 'genteel' ladies. At the *Joaquín* it was not like that. There were more men to begin with and not all the people were upper-middle class – as they were at the *Lenguas*. I don't have anything against the *Lenguas*, I taught there for some time. But this is the general way things are seen or were seen at the time.

Rolando Costa Picazo

There were about 250 members. The problem was that people didn't pay. So we organised a group of young adolescents that knocked at doors to get paid. I was responsible for that. I went to the office every week for a whole afternoon. We had a Secretary. She went there twice or three times a week and she had her timetable. On Tuesdays I spent the whole afternoon with her doing work and controlling things. And then I organised this group of young people who were keen on walking - and the result was good, only they didn't go on with it. I don't know why. It's quite complex, it was a lot of responsibility. I once tried to have somebody whose job was to collect fees but she wanted too much money to do it. With the young people we had more possibilities.

Susana Gullco de Groisman

Well... [the membership] must have been in the 400s. I seem to remember the figure 435 at one point. The Secretary is like a legal rep. so the Treasurer is more likely to remember. It was upwards of 400.

For a long time APIBA was very much a former *Joaquín* students' club. It excluded those who had graduated somewhere else. The Committee that held office between 1987-91 attempted to open up doors to people who had graduated in other Teacher Training Colleges and invited people from Universities – we set up a Sub-Committee in La Plata to woo people from the University into our ranks. I had talks with the Universidad del Salvador & UCA graduates. We also invited the people in CONET Profesorado, which is now INSPT-UTN, to come on board – for a short spell people in AACI Teacher Training College were also invited – so the variety grew. An attempt to achieve a fairer representation of English teachers in BA. To get away from the 'club' mentality.

We worked a lot to get people to come – efficient at collecting fees, publicising activities – we instituted the position of 'Collector' who would go door to door – a paid position. If somebody was hired we thought it would be more efficient. We couldn't go very far without money and we multiplied activities to raise funds.

We had a newsletter and we debated the issue of carrying advertisements – we agreed – there were to be paid ads. Every time there was an academic activity one of us would approach the publishing companies who would donate something to help with raffles and for coffees/catering, etc. at our do's.

We were heavily criticised for being too concerned about money – challenging debtors – at the end of Jorge's term there was an *interesting amount* in the coffers. One of the reasons we had Sub-Committees in the province was to increase our recouping power; in Castelar in the West, or Morón, or both, and another in La Plata.

Daniel Reznik

Everybody was very enthusiastic. [APIBA] had a large membership. It was influential. People thought it an academic honour to be members of the APIBA board or President. This changed later on – nobody wanted it.

Most people...[were] probably ... from the *Joaquín* – not those who necessarily graduated from there but taught there. You always saw people from the *Lenguas* as well. After the nineties all subsequent Presidents were *Lenguas Vivas* people but I don't think it was an issue.

We actually went and gave lectures in La Plata. Most of our people are not actually *Joaquín* professors. We got big membership in the greater Buenos Aires area. We always had what we called the La Plata Seminar. They didn't keep on doing this after our term was over.

We had Sub-Committees reporting to us. There was one in La Plata and Merlo and Morón and Castelar.

We always tried to get some local people together.

Jorge Ghenadenik

When I was invited to enter for the Chair of APIBA I think that there were only 60 members; the survivors. Apparently it had become quite closed. So I was invited to run for it...I was working, at that time, in the Province of Buenos Aires. Before I lived in Morón. So they thought that...a group of people approached me and they invited me. So I said, "OK but all the people who are coming with me will be from the Province." My Committee was made up of people from the Province of Buenos Aires. Many people joined, new teachers, we worked hard on that. We organised many Seminars. We granted two scholarships – one to Britain and one to the States – and we arranged with Longman, I think, and we brought over Henry Widdowson. That was the last thing we did as a Committee. Then it was renewed.

During that period we made a number of new members. We tried to recapture the interest of the people who had given up. They had not paid for a long time so we tried to whitewash the old debt and invited them to join again without having to pay. And many people rejoined and, well, I don't know what happened afterwards.

At the seminars we organised, many, many people came.

That was my experience. I had a very good Vice-President, Esteban Cresta, and a very good Secretary, María Rosa Mariani, from the Province of Buenos Aires. Esteban is from the Profesorado Técnico. Then there was Claudia Ferradas Moi from Lomas, then Ernesto Solari from the Province, then [María Elena] Álvarez Claros who lives here in the Capital and so on.

You know that the Committee is renewed two-thirds at a time, not the whole Committee. So for one year I had to integrate the new members with the old members and it was a very hard experience because apparently they had, not strange, but different ideas from mine about what an institution should be like.

The old members of the Committee who stayed on, and many of the members who were not on the Committee any longer, they wanted to 'have the word', so that I would become some sort of puppet. But I was not much of a puppet. So I decided to do with the Committee what we decided to do. We changed a number of faces. We organised a group which was very much criticised called *Friends of APIBA* who were teachers, but not graduate teachers, and they couldn't attend the meetings, they could not vote, they didn't have any rights as members of the Association but they had some rights as regards the fees for the Seminars. Some of them had taken these *Profesorados* which lasted three years so they couldn't be allowed in as full members because they didn't have a four-year certificate – but they were teaching.

Besides there was a famous English organisation, IATEFL, which gathered all the teachers who were teaching English, regardless of their having a certificate or not. All those people were there and we wanted them to come with us. And so we decided to have this 'Friends of APIBA' group. I think that has disappeared.

Efraín Davis

During Ana [Castagnino]'s time they had made connections with parts of the province of Buenos Aires where there was a demand for APIBA to organise events in different places. When I became President this demand ended, even though early on I took a lot of trouble to organise events in various parts of the Province – little by little they all said "Don't worry, we don't need you. The publishers are coming, so we have

everything we need.” It was in the 1995-97 period when I was in office that that happened.

When I was President we had a number of events organised jointly with the publishers. They would bring a speaker from the UK, somebody who was very important, and we selected an Argentine speaker and after some discussion we would decide it was OK to proceed. For example, we had an event with Jack Richards and Silvia Ronchetti attended by something like 600 people, it was huge.

Our Secretary had a little desk there and a great number of people then paid their fees and lots of people enrolled because we had produced lots of forms – they came along they asked about what we did – I think it was good.

The publishers came to us. We didn’t go to them.

Susana [Groisman] started building up the finances when she took over. When she took over APIBA was in the red, we had to give up the Secretary and the office but she worked very hard and when she left she handed it over with a surplus.

When the number of people interested in learning English grew and the economic possibilities of the profession also grew – people could make more and more money teaching English.

...More and more people wanted to study abroad, have a chance to work abroad for some time and have a chance to live abroad. Parents realised that it would be necessary for children to know English. Five years ago it was very difficult to get a teacher to teach at secondary school. There were no teachers, let alone good teachers. It was practically impossible because there were so many possibilities. Businesses spent lots of money on tuition, the upward trend started in the ’80s. Then the number of non-qualified teachers also grew because of the growing demand.

One of the things I did was to have a meeting with all the young graduates and offer them half-price membership. All those that attended the meeting did become members at one point, which doesn’t mean to say that they continued. I explained to these young graduates what the aims of the Association were and I had all the members of the Committee sitting there and all of them talking to them in their different styles and from their different points of view. I also had the girl who had had a scholarship talk to them. They also told them what they knew and didn’t know about the Association while they were there. I also made a special call to expert teachers who would be willing to get involved in lecturing and so on and that was part of what I organised for the Province that later on rejected it because “the publishers had gone there.”

Making teachers aware that there was a professional association. The fact that they would write to us to ask us to do something about their working conditions, etc. There was not much we could do, however.

María Inés Artigas de Cambiasso

At the very beginning most people who came [to APIBA events] were tertiary level teachers, especially from the *Profesorados*. Also, there were new young graduates from the *Profesorados* and the *Lenguistas*. Tucky Mouzo was a teacher there – a lot was done on a personal contact basis. Over time the regulars from places like the *Lenguas* and the *Joaquín* stopped coming – over the last ten years.

[Membership was] declining in the 1990s. After [Efraín] Davis the membership was about 200. It increased with the FAAPI Congress [in 1994] but it was an artificial increase that lasted only a couple of years and then decreased.

María Teresa Viñas Urquiza

The previous *Comisión* had allowed students, or people who were not graduate teachers, to be members. They were full members and we changed that – it was a

delicate issue – their existence was contrary to the Statutes. The previous committee had done this because they wanted the membership fees.

Our members were graduate teachers, most of them average. Teachers of English look for recipes...how to do this, how to do that, how to be effective. Nowadays there are younger, more energetic groups, but the people of my generation – they were comfortable teaching the way they had been taught. It is not a membership that provides a lot of energy. They wait for solutions rather than coming with problems and trying to work on them.

Ana María Anta Paz de Castagnino

We are all teachers here. That's what's rich about it. And we know what we need.

Stella Schulte

At the 40th Anniversary gatherings we thought that a complete amnesty on arrears was unfair and so the assembly decided that members whose dues were in arrears were going to pay yearly dues for one year as a symbolic gesture for all the years they hadn't paid. And then they would have to pay another for the current year.

Many people came back... Maybe there were 100 more members.

Analía Kandel

What special events or incidents do you remember about APIBA?

Annual seminars were attended by large numbers of people. I remember the time Lewis was President. He organised one on Grammar. He was also President of the Federation later. He was excellent at collecting fees. And making new members. If you look at the membership of the Association it must have been the largest when he was President. But he also had some Annual Meeting which was very well attended by a large number of people – a good turn out. I think late seventies but, I don't remember exactly.

I remember this grammar seminar where there were three lecturers. One talking about traditional grammar – Mantero – another one structural grammar – Romero – and the third, transformational grammar – Ghenadenik. It was moderated. I was a member of the audience. That was successful.

Aldo Blanco

Can't remember – I must have gone to a few events and lectured at some. When George was President there was something that was mainly literature at the Champagnat. I lectured on *Clockwork Orange* and Distopias and Burgess' biography of Shakespeare. In general ... throughout there has been this exclusive interest in teaching methods and phonetics perhaps - but mainly methods.

Changes in TEFL have been very great over the years and the publishers have also got very busy in sending out speakers – famous ones, to promote their books; people like David Crystal...Widdowson, Alexander. APIBA also took advantage of this and got the same people to lecture for the Association.

In September [1979] we had the Festival of the Arts – a long weekend – organised by APIBA but open to the general public – organised at St Catherine's in Belgrano – it included a recital by Marco Della, and somebody talking about the visual arts, a little

play perhaps. We produced, or I produced, newsletters very frequently. The attendance of the Festival of Arts was not very good. Our membership was not very high, about 40-50 people. We also made arrangements for fees to be collected at peoples' houses - didn't work very well as teachers are not to be found at home.

In November there was the visit to the William Henry Hudson house and museum and park which included a picnic lunch. This kind of thing could be quite popular. In June 1980 we had our Phonology workshop: a great success. We had to rent premises for each one of these things. This time at St. Brendan's. I got different people who were teaching Phonetics in the Profs to come. Ghenadenik came and dealt with US pronunciation and George Lewis with English or Anglo-Argentine pronunciation and another teacher who was a very strict phonetician. The students moved from one room to another in the course of the day. Some opportunity for choice. Each person did more than one hour.

Nelly Shakespear

Well, most [important] was the yearly seminar. All the activities had to do with that. But we did not have an office at that time, so we rented an office in Laval street and the Deputy Treasurer, Pinto, was instrumental in that. She also collected people's fees that were always overdue and we were able to hire a clerical Secretary. Somebody who wrote out and sent our newsletter. And we were also able to buy a stove because it was very cold – the office had no central heating.

Apart from that we met monthly to go over all these small details and some of the people were also interested in pushing the profession. The fight against those people who didn't have degrees – some were teaching. We got our legal status. So that is mainly what we accomplished in those years as I remember.

[Our academic events were about] English teaching, but not primarily. We did quite a bit of 'culture'. We gave importance to 'culture': literature and history. That had been lost.

We rented a space from ICANA, ... naturally, we were on good terms there. ICANA also lent its place for things we did. We organised something like a Festival at the end of the year where we dressed up, sang and acted. I wrote a little play and we all sang and it was very funny. It was ridiculous really. I remember actors. There was Ghenadenik, Pascual Masullo, myself, Susana Marchetti – she was very talented, she sang very well and I dressed up, I think I was Mae West. We were able to get some money which we needed with raffles and the tickets for the show, that was in ICANA. This was in 1981, I think.

I also used our Fulbright lecturers for talks i.e. people who did literature and could say something about the English language and varieties of English etc. We never really had flops – we used Saturday mornings for these activities.

We used to serve refreshments, cookies and coffee. That was quite popular. I had a big coffeepot that I had purchased for Fulbright and I used that for the *Profesores de Inglés* also, you know. We would make a big pot of coffee. They were good years.

Rolando Costa Picazo

In 1985 we started organising short seminars and we were quite successful, by that I mean fifty people, forty people, seventy people attending. At that moment people thought it would take about ten years for things with Britain to get better. We started our activities little by little and we were successful. We had our first seminar in the middle of the year (1985) or maybe later in Sept. and then another one, a big thing. [They dealt with] all subjects, and then we also did something which was very interesting. The members of the Committee did not get paid of course and we could

not use our position as members of the Committee for anything. We did not do public, private work. But we did organise things for free. For our Book Fair we knocked on many doors and all the publishers gave us many books and we sold them. Bookshops and people with private books gave us some to sell.

The Committee only [spoke at our seminars] when it was free and we didn't get paid. The people that came, Aldo Blanco, Laura Fernández de Campagnoli, the big names, the big shots in BA. We paid them, we always paid them. That was our principle: that their work had to be paid.

[Our topics included] all sorts: phonetics, grammar, linguistics, methodology (the favourite – you know you are going to have an audience, whereas for other subjects such as literature, it is a bit more difficult)

Susana Gullco de Groisman

Nelly [Shakespeare] organised the Festival of the Arts which was very successful because for the first time it was not just the teaching of a foreign language, it was culture and so we had singing, we had plays, we had people coming and telling us about the culture and speaking. I think that opened up perspectives a lot.

I tried to follow that up with this writing competition for fiction. I called it the first because I hoped that the succeeding Committees would continue with it. Just to open things up a little because they can become a little boring. Teaching of English, teaching of English and at that time it was the Communicative Approach and all this and I was tired of all that. There was a need for a little more oxygen, you know.

María Cristina Thomson de Grondona White

In 1987, if I remember rightly, there must have been just one or two activities and by activities I mean seminars and courses and social meetings. Jorge [Ghenadenik] stepped it up between '87-88 but still towards the end of '88 there had been only around five or six professional activities. I was called upon to teach a couple of courses for APIBA. In those days we had a rule that Committee members were not supposed to lead any of the courses or the professional activities. So, in 1988, late 1988 I taught a seminar as a member but not a Committee member and then there was yet another activity which had already been scheduled for November and because I was on the Committee, had been since September/October, I got a special leave from the Committee to aid in that.

There must have been at the very least eight or nine activities in '89 and in 1990 there were eleven seminars and then there were social meetings where people would get together and get to know each other and share concerns and interests. So I seem to remember that there must have been eleven academic meetings and at least four or five social ones and this peaked in 1991 when we had what we termed in those days "The First Latin American Congress of English Teachers."

It went very well, we secured help from a number of organisations. We secured help from one bank, *Banco de Crédito* and we also engaged the participation of the local reps of publishing companies and local bookshops, and I think in those days most of the participants ranged between 70 to 120 for the general activities, but for the LAC I seem to remember easily 120-140 participants. We had the same thing in the Annual Seminar of 1990 which was held at the AACI and the lecture hall we had there seats 140 people and it was brimming full so attendance at these things was pretty high.

Daniel Reznik

Firstly was our physical presence, – we went and talked personally to convince people that they should be members. We got discounts on bus tickets – they had a

membership card – discounts at museums. Everybody used to be proud of carrying the APIBA card.

I also sent two letters to *La Nación* explaining what an English teacher was. [They] became so popular. In the early nineties I travelled to the provinces and people had a copy of these letters in their wallets. In this country it is like a national prejudice – people say, “¿Qué hacés? – Soy profesor de Inglés. – ¿Y qué más?” Or “Mi nena, que tiene quince años, es profesora también,” so this was how we tried to explain what a real teacher was. We sent another one to a Business paper – for the Business world to know what we did. We had a minimum fee published every month for teachers to charge in the hyper inflation years. We also ran an employment service – people called us for recommendations – we only recommended graduate teachers.

In 1989 – one of the members of our board was worried about the reaction, Marie Katramados – she died last year – she thought we were getting too political – too much noise.

Also our goal was to get a national license – like doctors & lawyers. The following President Efraín Davis promised he would take steps to implement that, but to my knowledge he never did.

[For the Latin American Congress] I had some contacts in Uruguay – former President of the Uruguayan Association of English Teachers – her name was Nancy Kusmaních, and she in turn had some contacts with people from Brazil. At that time I was also working for *Banco de Crédito Argentino* and they were kind enough to lend us their premises of the *Fundación Banco de Crédito* – (now *Banco Francés*) – nice place on Echeverría and 11 de Septiembre, - and we had the idea to do a Call for Papers. The responses were overwhelming and everybody wanted to read papers. So many. From all over the country – Salta, Río Cuarto, Mar del Plata, Uruguay, Chile all sorts. We had to go through some kind of selection process – we had to turn some down. Because of space limitations we could only have an audience of 150 but we had 300 people who wanted to come to our Congress. It was a Friday, Saturday, Sunday event in 1991.

We had a lot of money in those days. We had a surplus of at least US\$10,000 and then we had the idea of the APIBA scholarship. We’d pay for two teachers to go to England for a month. One of our teachers had an agency that arranged educational visits – they were kind enough to give us the scholarship and we paid for the trip.

The first winner was Silvia Miserendino from *Lenguas Vivas*. And for that there was a contest too. There were about five who were pre-selected. The first one might have been in 1991. This programme was continued for a year or two and then it disappeared.

[When our Committee took over] we were a small amount in the red. Few resources. A major deal was buying a typewriter. We generated interest by providing events. Eg. first of all, a language seminar. – Events on a Saturday – all day. With significant names attending – we suggested subjects to them. We just talked to people. We asked them what they would like to hear lectures on. Most were participative. I believed that the whole Committee or at least the President should be there all the time and I was there always. The frequency was every other month.

We had four events a year plus the APIBA Seminar and the turnout was usually average 60 people and during the APIBA Seminar it was 100. We had a party – alcohol was served on the premises. We had cocktails. We asked Rolando Costa Picazo to lend us the Fulbright premises.

We got KEL to lend us a corner [for an office]. We also had a Secretary for the first time – two secretaries, taking turns, from the *Joaquín V. González*.

Jorge Ghenadenik

We ... had seminars in different places in the Province of Buenos Aires where APIBA had never been before. We had seminars in Lobos, San Miguel, Moreno. The people who went to lecture there were local people and we did it for free. If one of the people from the Committee lectured we did not have any fees at all.

When Widdowson came there were over a thousand people. We couldn't control the number of people. It was at the Colegio La Salle. It was a big group and everyone was there. And we tried to collect \$0.50, I remember, and were we overwhelmed by the people and nobody paid even that.

Jack Richards – that was for free. And then the Goodmans –that was for free.

Efraín Davis

Through APIBA I learnt a lot about the work in the provinces, the quality of their work, the characteristics of their work. It's very interesting to have an idea of the whole country and not those partial little bits to which one belongs.

The people who came from the Province were very useful. Everybody came to the meetings. We met on Saturday mornings, we did not have any premises so we met at a coffee shop on Libertad and M.T.Alvear. We spent three or four hours from 9.30/10.00 until after lunch. We decided to do this every first Saturday in the month. Then when we started with the FAAPI conference we met more frequently.

We collected the money we needed for the FAAPI seminar. We paid FAAPI the percentage that was established. That was changed later on. We charged for admission to the conference but we did not pay any of the speakers. We talked to them and all the publishing houses brought people here at their own expense. The people who were 'our people', we talked to them and they agreed to do it for expenses attending the conference but for no money as a fee.

Efraín [Davis] had suggested many places [for the FAAPI Conference] that belonged to the church schools like *Lasalle*, and the *Champagnat* – they had very big auditoriums and are very nice places but as we were going to have the general meetings and then the individual sessions, I went to the *Lengüitas* where Maria Teresa Viñas Urquiza introduced me, as she was working there. I had a meeting with the headmistress and everything looked rather impossible but then we started talking. We used the gymnasium – we had to carpet it, we had to rent several things that we needed but we did it – we managed.

I went thirty-four times to the *Ministerio de Educación* to get the permit that makes it official so that people can attend without having deductions from their salaries. In the end I got it and I also got the opportunity to suspend classes for those two days in the night shift of the *Lengüitas*. The headmistress was very helpful. We had sole use of the school in the evenings also.

Ana María Anta Paz de Castagnino

It is important for teachers to be part of a bigger collective than the institutions where they work. It is important to network and get to know other contexts and other colleagues... there are other learning opportunities... by getting to know colleagues from other contexts you develop as a teacher as well. If you are restricted to your little group... there are limitations by definition. If you are in touch with a larger group of professionals you will grow. You will receive as well as give.

Analía Kandel

[FAAPI 2001]... was great. To me it was a great experience. I learnt a lot. I learned a lot with Cristina [Banfi]. The way she handled things. It was an example. Something

to look up to... It was a great team. We worked so much... You can't just become part of a committee and expect not to work or not to do anything...

Stella Schulte

When Cristina [Banfi] became president my first four years on the committee were with her. Everything was very new and at the beginning I just looked around and found out what being a committee member was about, what APIBA was about, because I didn't know a lot about APIBA, what it meant, what the aims were. I found out about the areas that the committee worked on, publications, the newsletter... Cristina started creating sub-committees, there were like eight.

Getting organized first, then the next big project was the FAAPI 2001 conference. It was very exciting. Everything was very new to me and we all learnt as we went along.

Analía Kandel

My ideas have not changed. I think that APIBA is important...the problem is that as teachers we are all in our little "quintitas" and sometimes we don't feel the need to get together and learn from one another. As everybody is focusing on their daily lives and their daily needs and problems then APIBA becomes another problem which people want to avoid... that it can be useful is not so clear.

Stella Schulte

We wanted to bring APIBA closer to the younger generations and to state-run education as well, so the 2010 and 2011 Annual Seminars dealt with practical issues, closely related to the classroom and to teachers' everyday needs: in 2010, the themes were classroom / behaviour management and conflict resolution, and in 2011 we had a How-to's Day¹⁶³. They were organised in public schools – the 2010 Annual Seminar was to be held at E.N.S. en Lenguas Vivas N° 2 "Mariano Acosta", though it was "taken over" ("tomado") and the venue had to be changed a week before the event; the 2011 Annual Seminar was held at *Lengüitas* (E.N.S. en Lenguas Vivas S.E.B. Spangenberg). These events were free of charge for APIBA members, teacher trainees and state-run school teachers and we had about 400 registrations online, and an actual attendance of over 200 in both, which was a lot in terms of APIBA's usual turn-out, so we were very pleased.

In both Seminars we made three significant decisions: 1. we had half the sessions in English, delivered by APIBA Members, and the other half in Spanish, delivered by professionals from other disciplines; 2. we started what we consider a good institutional habit of highlighting in the event publicity and on the Programme which speakers are Members of APIBA or of other FAAPI Associations as a way of fostering a sense of belonging to a Professional Association of graduate teachers; 3. we asked each Speaker to provide a summary of their session to produce leaflets to

¹⁶³ "APIBA's 40th Anniversary is a good occasion to focus on the main statutory aims our Association has pursued since 1971, namely, to provide teachers of English with opportunities for quality and ongoing professional development as well as for networking with colleagues.

Our 2011 Annual Seminar is also the right time to reflect further on what it means to be a professional teacher and the responsibilities it entails. Our Closing Plenary will address this relevant issue in all its dimensions. All of the morning's concurrent "how-to" workshops are geared towards providing tools for the professional teacher of English. The first four sessions are in charge of prestigious professionals of other disciplines who will shed light on topics that are relevant to a teacher's professional life. The other sessions are in charge of four experienced APIBA Members who will share their expertise in their fields with their colleagues" (from the 2011 Annual Seminar e-Programme

<http://issuu.com/apiba/docs/apibaseminar2011>)

put up on the “Publications” section of APIBA website, with a view to building a digital “library” of relevant materials for the profession, and thus make APIBA an institution teachers and the community can turn to for reference purposes.

Other 2010 / 2011 events to highlight are: APIBA SIGs 10th Anniversary and Teacher’s Day Lunch; a number of Report sessions that started the “APIBA Knowledge-socialization programme” to encourage Members to share their experiences of attending relevant academic events; the Professional fees Working Breakfast, which gave birth to the Professional Issues SIG that later went on to deal with other areas concerning graduate teachers’ working conditions and reality; the 40th Anniversary Fellowship Lunch, which was intended as a reunion and a celebration of APIBA’s past and present; the opening of APIBA Museum; a couple of webinars we hoped would be a starting point to reach potential APIBA Members in the Province of BA.

Analía Kandel

The Trials of Office

I think that one of the big problems was to have a permanent office – renting one was expensive. I remember moments when APIBA ran out of money and we had to make special contributions. I remember donating money to APIBA, at the request of the Committee - they didn’t have any money left and they couldn’t go on. Every Annual Meeting assembly they asked for extra payments – I remember contributing.

I think there have been ups and downs financially speaking – running out of funds and getting money to carry on.

Aldo Blanco

[The Publishers] realised that that was a very good way of making money. They started organising these huge seminars with 800-1,000 people and not charging anything. That was very bad for organisations like APIBA.

Susana Gullco de Groisman

Things were tough. They’ve always been tough in the sense that there is always just a group of people who lend a hand, but I think this has got to do with us as Argentines – it’s one of our characteristics – we have not been raised with the idea that we belong to something, we have to make it grow and it is only through our sacrifices that it does.

Many times I have found that the way some of us feel and work for our Associations involves certain generosity that is not found in the rest. I don’t want to say that they are selfish but – nobody told them that the only way these Associations grow, develop and become better is because the members put some of their time and their goodwill and their skills in making it better.

María Cristina Thomson de Grondona White

My big problem is with the *Profesores de Inglés* themselves. I think they have lost their North because they are too much involved in English teaching and I think that a language should be used for something else, not just for itself. These people are very happy to continue teaching the language. They have forgotten everything to do with culture.

I think this change took place about fifteen, twenty years ago. It has become too narcissistic. That is my main contention. Before, APIBA was more involved with

cultural processes, with the idea that people could go overseas either to UK or USA and work for a Master's, not necessarily in English teaching but in Linguistics, in Literature and in History and what have you. This will be a big problem in future years because there isn't really anybody with a good academic background to teach any of these subjects at the Profesorados. They are just people that we tried to form at one time but, after that, nothing has been done.

Rolando Costa Picazo

It was a question of economics. It became very expensive to get teachers from abroad and pay for everything. This was the time that the publishers started offering to pay for something and we would pay something else – and they would be brought here. The question of foreign lecturers was debated in APIBA. Many said, why should everybody we get be from abroad? Why not give opportunities to people here? Others said that we always hear people from here, so let's see what happens if we get someone from abroad. The main disadvantage of the latter was that many people from abroad came here only to sell things and this was resented by APIBA audiences. When you go to something organised by Longman or Cambridge [University Press] you know that you go there to listen to someone who is selling his books so you see the advantages of those books. When you go to APIBA you expect something more than marketing. You expect something less commercial.

As I said, economics. There was less and less money and so we went down this road.

María Teresa Viñas Urquiza

The problem of the Association is that very often members of the Committee, or the President very often, didn't pay very much attention to the objectives of the Association and were interested in showing themselves or just being there and they didn't live up to their responsibilities of being members of the Association, President, Secretary, or whatever. I suppose this happens in any organisation or institution. Very often the people enjoy the job they have, but don't do what they have to do for the Association, for the members at large. I think this has happened with the Association at various points.

[The Association needed] to try and start some kind of publication in particular before Martin Eayrs produced his [*ELT News & Views*] and in particular when I closed mine [*The English Language Journal*] because if you do have one publication like Martin Eayrs' which was an excellent publication, I liked it very very much, or mine which was so poor, so limited, well, the Association may not have to produce its own. But if you've none, and it didn't for ten years, from 1990- to today, or Martin Eayrs' a few years ago, the Association could have tried to produce at least a few pages.

I think it's in the minds of everyone who belongs to a profession; a profession is characterised by a publication, every profession has one publication or more. So this must have been in the minds of everyone in APIBA, but it has never been done.

People are happy to have a position of power, relative power, it's not much power but some power. And that makes them very happy and their names appear everywhere and that's it.

Aldo Blanco

[We had] a paid Secretary but she came part-time. And then we had this problem of people who didn't pay. A big problem as we had more people who didn't pay than those who did pay.

Anyway we managed. It was terribly time-consuming and energy-consuming. We had two members on the Committee from La Plata. That was good because we had a close connection with La Plata and some of our events took place there.

Susana Gullco de Groisman

Two or three times we have been practically on the verge of closing down and this hasn't happened. So we're a bit like a Phoenix, finding strength from no strength. I am always a little bit afraid of this because it's not systematic.

I think that we need commitment – we need more presence at key places. It can't be possible that the present Secretary of Education launches deals such as in the state bilingual schools where English is an important foreign language and APIBA is not invited to say whatever, that APIBA reads from the papers.

They ignore APIBA because they don't know who we are so each new person that is appointed, new politician, wishes to have their name and future election assured so they are going to come up with all these crazy ideas and perhaps they get one or two interested parties from our profession (although these parties could do a lot for APIBA and the profession and their institutions, they don't – they work for themselves only) and they do their own things.

María Cristina Thomson de Grondona White

...APIBA was disappearing little by little, and this was the result of the management by the same Committee who had been there for two periods, I think, headed by Jorge Ghenadenik and the *Joaquín* – they were all people from the *Joaquín* and so it was completely closed. It was some sort of internal Presidency and so they wanted the whole thing to open up. They thought that I did not belong to that Committee and as I worked in the Province of Buenos Aires I did not work in the Capital at the time. I used to teach at the *Joaquín* years ago but then when I went to Britain I gave up so they thought that it might be more helpful for the whole institution to have a change – a radical change.

I think they were right – it was some sort of small kingdom.

It was the attitude. [The previous Committee] took quite a distance from the rest of the members. The Committee was there. Nobody knew what they did. Nobody knew what happened. They had just one page newsletters – and so nothing happened.

So in general we all said, what are we paying for? We don't have seminars, we don't get news, what's the use of being a member? This was the claim made by Esteban [Cresta] and Cristina [Thomson de Grondona White]

Efraín Davis

When I joined the Committee that Rolando Costa Picazo headed everything was going from bad to worse. We had an office and a Secretary and apparently there was enough money to support both things so it was an Association with an address and a telephone and at the end of Rolando's period the Secretary had to go and the telephone as well. So by the time Susana got there I remember I went with her to the office and it had been closed for some time, it was very dirty and we had to start cleaning. The previous Committee had taken away all the furniture and whatever had been hanging on the walls so it was an empty place.

We always had that deference to foreigners. It was like coming from God's own country – you are the ones that are in the know – especially if you are a specialist, a University graduate and this and that and the other thing. It's not that we are going to defer to the man in the street or just anybody, but if the person is a specialist and

we've read the books and we like them, well, we sit down and listen to what they have to say. This is traditional.

However, in the 1994 FAAPI conference there were a number of people who came to promote their books and they had plenaries. We had very important names, but they came to advertise their books and to display their ability as comedians. In some cases we were really angry – we didn't like it at all and some of them were really narrow minded and bigoted.

[APIBA] changes the Committee every two years. Two years is too short a period for any style to have an effect. As there is no Secretary or clerical support, everything seems to be lost from one Committee to another.

María Inés Artigas de Cambiasso

The main difficulty was money because we had not a single peso. At that time [1994] the Federation lent us maybe seven or ten thousand pesos and so it was impossible to make a deal with a professional organiser [for the organisation of the FAAPI Conference]. So at the time, as I was working at the *Lengüitas* I asked them if they could give us the school. After a lot of bureaucracy we managed to get the premises free for two days. Then we divided the tasks and carried them out. We had a gymnasium to use but there was a wooden floor so we had to carpet everything. It was hard and there were six of us.

The speakers from abroad – some of them, Claudia Ferradas Moi was in charge of contacting them. She took over that part. Then through the British Council we got others and people from here as well. We got a lot of new members out of FAAPI as we gave a discount registration fee to members.

María Teresa Viñas Urquiza

The most important thing that I did for APIBA I think was getting the CUIT¹⁶⁴ number. Even if it's a non-profit organization you need it for anything that you do.

We got a bank account in *Banco Galicia* at that time which was near *Lenguas Vivas*. I opened that account because I was very worried about the collection of money. There was very little money when we started but we changed the policy for recruiting members, we gave up trying to collect past debts and started anew.

There was less than \$1,000 and it was very very disorganized. Because they [the previous Committee] had started working with a professional accountant and the person who was Treasurer never showed. He appeared for the FAAPI seminar and I dismissed him quite quickly because I had been acting as Treasurer because we effectively did not have one.

Efraín [Davis] did not come back. He was the one who talked to me in the first place. I could never get him on the phone when I tried and he did not attend anything more, not even the FAAPI conference. We had that FAAPI conference because he had promised. He told me that it was not confirmed but I discovered, when I went to Cordoba, that it was.

It's very difficult to run these associations in Argentina because nobody is compelled to pay and there are always expenses, eg. mailings.

When I left [the Committee] I would never have gone back but now that I look at it I think I would have done it. It's like having a child. The moment you have one and for the first two or three months after you don't think you will ever want one again. This is a feeling that people have and then they have other children. It was a very rewarding experience... Hard work – in the end I was fed up.

Ana María Anta Paz de Castagnino

¹⁶⁴ *Código Único de Identificación Tributaria* an Argentine organisation's Tax Code

During my Presidency there was this attempt to try to get more members which is not easy because people are not convinced that APIBA is important. My colleagues, people I talk with, they often say ‘Well why should I become a member if, when I want to attend a seminar, I can?’ They don’t think of being together with colleagues because they are together with colleagues in other places so they don’t think of APIBA as a place for getting together.

The challenge is to get more members – how do they go about it. We’ve tried so many ways. Everybody’s too busy. Everybody’s after money, trying to survive – so it’s difficult to give your free time to an activity which, as time goes by, has become more and more demanding.

In my time as a member on Nelly Shakespear’s Committee we used to meet once a month for an hour or two hours and it was like this afterwards too. Then when I became President we started meeting once a month and found it was too little so we started meeting twice a week sometimes if we had to – it’s become a very demanding job – we found it difficult to find a place and a time that everybody could make.

Beatriz Tosso

We didn’t have any funds. There was about \$200 in the bank account. One of the first things that had to be done was to get people to join and pay their dues. So we put together an electronic newsletter and sent it on email because we couldn’t do a proper mailshot because we didn’t have enough money to send letters to those on the members’ list. Most people had not paid their dues.

Cristina Banfi

Besides the monthly meeting? It depended on the people you had around you. Some people were excellent. Some others had to be followed up. Some were there to say that they were members of the committee, and little else.

Sandra Revale

The first year we didn’t know what to do...Betty Tosso didn’t know what to do...I had never been in a committee in my life...so now what? When somebody from the committee phoned home my daughter would answer and exclaim “mama, la piba! La piba llamo”

Stella Schulte

Once we organized a long course at the *Lenguas* on evaluation. Silvia Stagnaro was the teacher. Nobody turned up!

Stella Schulte

I found it very challenging. My memories of the time I was on the committee with Cristina were very positive and rewarding and gratifying...it is a good memory...a time of great learning...meeting people...networking.

Analía Kandel

I have faced a number of challenges. First, there is the Committee itself – the challenge of bringing the best out of each Member of the Committee, capitalizing on everyone’s strengths, managing motivation, managing conflict, managing change. Then, there is the membership – the challenge of encouraging Members to participate actively – in SIGs, in sub-committees, becoming volunteers, leading projects they propose (APIBA Senior, SEEDS, Mentoring programmes); reaching out to teacher

trainees (APIBA Junior programme); establishing bonds of camaraderie and solidarity among different generations (SIGs, the Annual Fellowship Lunch, “Sociales” sub-committee, Unconference). Finally, there is the (English teaching) community at large – publicizing APIBA, its statutory mission, dealing with negative perceptions of the Association, sometimes based on sheer prejudice and sometimes on instances of its history that some people may not have approved of, and therefore trying to get across the notion of separating any personal feuds from the institution itself, which sometimes proves to be quite frustrating.

Analía Kandel

APIBA representing its members before Educational Authorities

A big issue comes in 1997 when we realise that for the new law we would need to have a diploma for teaching in Secondary school and an MA for teaching at Tertiary level – and the problem is that we had started working for that early with Susana Gullco de Groisman. I remember accompanying her to an interview with [Alicia] Camilloni who was the Academic Secretary of the UBA. And so we showed her our plans for the big Profesorados, etc., you know, the number of hours and the kind of studies we did and she said to us “Chicas – I understand you perfectly, but your biggest enemy is your colleagues here at the University, they do not want the non-University tertiary level to have anything to do with University tertiary level. Colleagues in the Dept. of Humanities, etc. would not want you there.” We presented papers and following Susana’s presentation, I did a follow-up on that, and Jorge must have done, but nothing happened really.

We started seeing the light when the younger national Universities in Argentina started more creatively thinking of ways to bridge the gap between non-University and University. And this huge trapped audience, wanting to pursue further studies, like me, would have had to register at the University for their introductory course which was ridiculous. So these Universities started offering their *trayectos* or special programmes for a Licentatura/diploma with an intelligent offer which would allow us in, let’s say, two years to complete this requirement. So that we would eventually obtain a certificate issued by a University and with this certification, pursue any post-graduate course at UBA or anywhere else that offered one.

María Cristina Thomson de Grondona White

We started dealings with the *Secretaría de Educación*. We did everything, our presentation connected with the fact that our degree is nothing here but it is admitted in other countries. Enrique [Groisman] helped us a lot with this presentation. We presented this and mysteriously it got lost. But I had a copy of everything we had handed in so we repeated the process and handed it in again, but there were never any answers.

Something else that we did. There was a *Superintendencia Nacional de Enseñanza Privada* and we got our number there. You can’t imagine the times I went there. They have a register so they received it. But they said that this was cancelled. So we had a new presentation and another number in 1985. This had to do with the fact that when we organised seminars the certificate would give the participants credit. This is what we did for our seminars to be more attractive to people.

Susana Gullco de Groisman

We had several meetings with the then Minister of Education – we made a petition for the profession to be given University status – we had half a word from the Minister in positive response and then the next day he resigned. We had two meetings with the Minister to voice concerns over legal status of the profession, legal status of English teachers and academic status as well. We petitioned the authorities several times. Not much success apart from this formal hearing from the Minister – political instability went against our interests.

We also had formal contacts with Congressmen to further this appeal. But political times were against us – too much general instability.

Daniel Reznik

During the last part of Alfonsín's government before the turmoil of 1989, we had some contact with the *Secretario de Educación* and he listened to us and said he would ... well actually nothing happened but some talks I had with Efraín meant that Davis promised he would take this further. We had formal contacts with the Ministerio – not the Municipalidad.

Jorge Ghenadenik

At the time there was quite a problem because I was not involved in politics but I thought that some kind of contact an institution must have and I didn't mind what kind of political party was in the government but if I could get the *Sala Coronado* of the *Teatro San Martín* for free, I didn't mind if it was Papaleo at the time, who was a Peronist or it could have been anybody from another party.

And they didn't like that at APIBA. But I think that an institution, in a way, is involved, for the good of its members, in defending our certificates, for example, which APIBA has never done. We allow anybody to walk around saying that they are Teachers of English when they are not, so that is a kind of seal we have; we are graduates.

Efraín Davis

I think the political role of APIBA was a bit of a lost cause. From the time I was born until the time I was an adult practically, I lived under Perón and then we had a revolution and then we had a short government and then we had another revolution so it was going round in circles. So you become cynical and you believe that it's good to work together in the profession with people that you know, doing what you can do, what is possible, like, you know, you can handle your home and you can handle a certain circle, but you can't go beyond that.

I really thought I was strong enough to do something about the situation of teachers in our country and I did get in touch with people from the Ministry of Education and people from the Ministry of Education in the *Provincia* and people from the Municipality so we did talk with all of them and we had interviews and we left them presentations with all the problems, immediate problems, and they said they were going to do something and said they were going to call us but they never did and then we called again and we sent them letters but nothing happened.

At that point I remember I received a number of calls asking APIBA to do something about that fact that those in the City and the Province at that time were confronted with a list, that the Ministry had compiled, of places that issued teaching certificates that were accepted by the Ministry of Education, both in Province and City. These certificates were not really degrees. You could use them as authorisation to teach English – you were allowed to teach in schools with them and at one point those

certificates became more important than the real degrees issued by the Universities. So members reported these problems to me and they kept calling me and that's why I went to the authorities and submitted the problem to the authorities and said, "On what basis did you draw up this list?" The list included such absurd names as the *Lenguas Vivas Ex-Alumni Association* but not as *Asociación de Ex-Alumnos de Lenguas Vivas* but as *Instituto de Lenguas Vivas* for example. It was ambiguous and vague but that was given equal standing with the Profesorado at the University of La Plata for example. I don't know whether it was because of what we said or what we did or something but that spurious list finally disappeared. That doesn't mean to say that those teachers who turned up for a job with certificates from places on the list were no longer accepted.

I had members call complaining about the employment/promotion of colleagues based on such certification. Another Association, SEA [Association of English Teaching Institutes], at that point started to defend the interests of their members too. SEA groups the most important institutes. The Culturas, for example, have been around for years and their name was alongside some institutes of considerably lesser standing. Hence, the older institutes were furious too.

At the beginning of the seventies, when I graduated, every degree had a registration number and that was very important because with this the Ministry of Education could validate it. At the beginning of the nineties this validation was dropped. It used to be the case that you couldn't even start teaching if you didn't have this number – it legalized the degree.

María Inés Artigas de Cambiasso

I think that at least in the Ministry APIBA is known. Some Senators know what APIBA is. It hasn't very much weight because of the low number of members, but I think that since Cristina [Banfi] took over this has become more and more important. We aren't seeing the results yet, but they are coming.

As part of the question of University v. tertiary level – as most APIBA members are the latter, authorities don't consider the Association as a consultant. Perhaps we should be more assertive in introducing ourselves to certain government/educational Committees.

Being a consultant is seen, I think, more as a thing to do individually rather than as an Association. I am a consultant for the Ministry of Education and a member of APIBA but I don't represent APIBA.

María Teresa Viñas Urquiza

Now the big question is whether the qualifications gained in a Profesorado will be considered sufficient. There's talk of eliminating the Profesorados. I think this has been long overdue – but this is my personal opinion and it's not shared by people teaching now.

I sometimes thought when I used to teach that people were learning how to teach a foreign language and then learning some bits of things around it. I thought that this just wasn't the right level - that they should have been taking some of these subjects at the University and added the professional subjects to them.

When I was teaching nobody liked the idea but now they are, one by one, making an effort to gain something like a University degree. There are private Universities that are allowing students to continue to the *Licentiatu* level. A lot are doing this – it's a good thing, but it's very hard.

People get fond of a Profesorado – it's like a college and to think that it may disappear is a loss. In the provinces sometimes Profs. have been formed on the basis of what exists here. But I think it's a good thing in general.

Nelly Shakespear

In 2009 we wrote a letter to Narodowski¹⁶⁵ about the *Prueba de Idoneidad* because the government had decided that as there were no teachers to cover state schools and they had started giving English in first grade. They invented this kind of test- we informed them that there was an association of teachers, that they should contact us and that we believed that the teachers who started working should be graduate teachers but we never got an answer...The problem is that graduate teachers don't go to public schools.

Stella Schulte

I always thought it was very important. Educational authorities tend not to be overly interested in associations. In this society teachers' representation before educational authorities tend to be unions rather than associations: a small membership, a few hundred, is nothing compared to the thousands that unions represent.

Cristina Banfi

What was the relationship between APIBA and FAAPI like?

What I remember was a big quarrel between APIBA and FAAPI, when the translator was President, Rolando Costa Picazo. When he was President there was a problem with FAAPI - I think it had to do with legality. APIBA was a legal Association from the point of view of the law. They submitted a request to some court of law and had a permission to exist legally and FAAPI didn't and this was used to try and dominate FAAPI. APIBA stopped being a member of FAAPI, I remember this happening for only a couple of years during his presidency. I think later they became a member again. FAAPI draws money from the Association and I think they didn't want to pay. So there was this, too, added to it.

Aldo Blanco

Then we had some kind of problem with the Federation.

We had legal status – what they call *Personería Jurídica* here - and we were supposed to give a part of what we collected to FAAPI. Then I discovered that FAAPI did not have legal status, they were just an address in a postal box and that was all. So at one of these meetings they didn't have an address and I said that I had consulted with lawyers here and it was not legal for us to give part of our money to an Association that did not have legal status.

First APIBA decided this – I carried the word – I broke it at a FAAPI meeting and the director was Florence Chaudet for a number of years. She was furious claiming that I was doubting her, accusing her of corruption, but I said that what I was saying was simply that they should please get legal status so that we can contribute the part of our affiliation dues. Everybody was very angry with me, furious. Jorge Lewis was very angry because he was always backing FAAPI and he had been instrumental in the

¹⁶⁵ Then Minister of Education for the City of Buenos Aires.

formation of FAAPI. I was happy with FAAPI. I had lectured for FAAPI several times, but when I was President of APIBA I had to defend APIBA's money. So in the long run, then, we were accused, Buenos Aires, of being arrogant people. After some time, then, they got their legal status and everything was peaceful again. After I had left APIBA.

Rolando Costa Picazo

The previous Committee had broken up with FAAPI. That had been a problem. That was Rolando Costa Picazo and Adriana Boffi de Canepa, etc.

APIBA had all the legal papers that were required. *Asociación Civil sin Fines de Lucro con Personería Jurídica*, which meant that every year we had to have an accountant, we had to hire someone to do this for us, we had everything in good order and everything was official and legal.

FAAPI didn't have this legal status so the previous President, Rolando [Costa Picazo], with the agreement of the previous Committee, decided that it was not fair that an institution that did not have legal status should receive money from an institution that did. That was the beginning of the problem. I was not part of the Committee then, but I used to see Rolando at University because he was a teacher and I was his assistant so I more or less knew what it was about.

From an objective point of view I think that he had a point and that FAAPI shouldn't have become offended and should have done something to get legal status - much later they did.

I don't know if that was the reason or if other things were at issue. The thing was that FAAPI decided not to include Buenos Aires as an associate anymore.

When I was the President I made several moves, sent letters, went over to Rosario where the President was (Mrs. Chaudet), had talks with her but there was nothing doing. So it took several Committees to soften this up. But finally they did and it was our Committee that had started this work, unofficially.

Susana Gullco de Groisman

The real McCoy – the problem was this – at a certain moment – and I believe he was right and the Committee he ruled was right – it was discovered that we, as a legally organised Association, were giving funds to a body which had no recognition, anywhere, in Argentina. FAAPI must have got its *Personería Jurídica* in 1995, which was terrible – because FAAPI issued receipts which had no legal backing. The reason was right – the reason that we couldn't, as an Association, pay to a non-entity. So in turn, we had opened up our membership too. Because our papers say that members can be those who hold a valid teaching certificate issued by a national institution or a nationalized private institution, but it doesn't say covering four years or two years – that's it – *Profesor de Inglés, punto*.

FAAPI did not have that in its Statutes – it said a degree which covers/prepares the candidate in four years.

Our members included people from the past who had done Profesorado at the time when it lasted three years only and my students, for example, who went to the *Lengüitas*, were prepared in two and a half years for primary teaching and had a legal degree.

When Rolando [Costa Picazo] went and said we couldn't pay because they didn't have legal standing, they said these people could not be members – and there was this big turmoil.

Which was very very badly led because Rolando and his Vice-President, Adriana Boffi, went to a General Meeting in Córdoba with the idea of obtaining the

Presidency of FAAPI. Unfortunately, Boffi arrived first and I don't think that her manners and way of socializing with people were well received at all so this created a very anti-president feeling so when Rolando arrived it was a huge mess. They started saying that the *Porteños* wanted to take over. This was horrid.

[Florence Chaudet] was a founding member [of FAAPI], ... she was a member, she was a Treasurer, she was there all the time. And finally she was President for 12 years. When this erupted Jorge Lewis was the President and, unfortunately, this brought about a schism because he worked here, he lived here, at that moment the Association was practically separated into two because there were pro-Lewis people and pro-FAAPI people and pro-Association and so it was a mess – it became personalised.

When Susana [Groisman] took over she wrote to Florence Chaudet saying that we wanted to go back – Chaudet said you cannot come back because your Statutes don't say that members need a four year course. Theirs still weren't legal.

So Susana started, I followed and Jorge Ghenadenik continued. And I think that during his presidency or Efraín's was when FAAPI admitted us once again.

María Cristina Thomson de Grondona White

...We started all the 'engineering', you might say, to bridge this gap with FAAPI in order to become a member again. And Cristina Grondona White was there. And what we also fought for was the admission of graduates with certificates of three year duration which were not accepted in FAAPI because of the Statutes. So we had to go to Córdoba with the Secretary and VP and we had to defend our point of view...We won our position and the famous article in the Statutes was changed. That was one of the things that we got. That was 1993/94.

...APIBA had to be accepted into FAAPI. In order to be accepted either APIBA or FAAPI would have to change the Statutes. So we tried to be quite reasonable and we agreed to change because they thought that we would say no. But we said 'Yes'. And so they [FAAPI] ended up by amending [theirs]. And it was a terrible meeting. There were shouts and everything. Cristina [Thomson de Grondona White] was there. It was in Rio Cuarto I think. Florence Chaudet, 'the Eternal One', was President of FAAPI. The political problem was that Flori had become an institution within FAAPI. She was very old. Nobody wanted to take over, because the site where FAAPI is located is Córdoba, according to the Statutes. So if you are the President and you live in Buenos Aires, you have to go to Córdoba to do it. And besides, the Provinces wanted to punish Buenos Aires for having quitted abruptly years ago. We had to suffer. To everything we said we got a 'No' for an answer. So I acted politically. I did not challenge them. I was some sort of mediator, even though I was the President of APIBA. Because I told them in the meeting that they knew who I was, that I didn't want to become the President of FAAPI that I was a President of APIBA because I wanted to make APIBA great again like it had been and to share with the other Associations in FAAPI all these seminars and all this professionalism etc. And it was true, because I didn't have any plans for myself and this is a kind of prestige that Cristina Grondona knows that I have across the Provinces because in general, the Associations in the Provinces have been founded on the basis of Universities, not Teacher Training Colleges. Because there are just one or two Provinces in which you will find Profesorados, the rest are in the Universities. So I had been ... one of the members of the board for the selection of teachers – so they knew me. They knew how I was, what I thought. If that is being a Federalist, then I am a Federalist, because I believe that it is because of the political and economic power that Buenos Aires has

that it has become the monster it is. Because everything is decided here in Buenos Aires.

When APIBA left [FAAPI] everybody was happy, “We don’t want you, and don’t come back” that was the message. “You want to leave now, do, but never try to come back.” So Cristina [Thomson de Grondona White] helped a lot, because she did a lot and after many years she became the President of FAAPI but we had to start the whole re-integration of APIBA into FAAPI. If you want to take that as a political move it was a political move, because I, and the Committee, believed at the time that under a Federation we would be stronger, provided that the Federation fought for the rights of all its Associations.

It is also true that we are not old enough institutionally in Argentina to have very clear aims as regards the goals of institutions because we haven’t had enough democratic practice. APIBA and FAAPI –they are institutions within a larger institution which is the Argentine nation.

FAAPI has been personalized as APIBA has been personalized sometimes around certain individuals and not for the sake of the people who are the members of the Associations.

Efraín Davis

There was a break and then they decided that Buenos Aires could not be outside the world. As always Buenos Aires was in isolation and after all, with all its failures, the Federation has an important aim. If we had an English Federation and we could get people from, say, French, to have their own Association, and others for every foreign language there would be the possibility of getting a *Colegio* like the translators have. This was one of the ideas then circulating while I was on the Committee. I made contacts with people from Italian, French, German and everybody was keen on the idea but then the membership fell and fell.

I remember with Cristina Grondona White, there was this question of the split with FAAPI. She was not sure about it. After Rolando Costa Picazo’s Committee there was this question about what we are going to do with APIBA – what is the use of APIBA etc. Is it worth it? Both of us thought that it was worth giving it a try. With Cristina there was a big debate with all the teachers, I remember. Shall we re-join FAAPI or not? It’s better to form a Federation and also we had the idea of forming a *Colegio*.

María Teresa Viñas Urquiza

What, in your view, have been APIBA’s main achievements in 40 years?

One can look at it optimistically or positively and say the seminars have been very good, the lectures, the contact with other people, with other Associations. One can look at it negatively and say that there have never been any publications of any kind. There hasn’t been any internationalisation either. There are many gaps, holes. That’s why I feel that very often the President of the Association has been very happy to be the President and to have his or her name printed on the announcements and not much more than that. I think this has been the case with several of them.

Aldo Blanco

The profession has changed a great deal. There used to be a lot of young women not knowing what to do with themselves after secondary school – being interested in English or something and going through the Profesorado. Many had no interest in teaching while today young men and women are definitely set on making it professional.

Travel has become a lot easier and many can go to England for short courses. They all seem to be set on making the profession pay and having career themselves even though the pay in the profession in the Profesorados is appallingly low; it is poorer than what it used to be. That's a change.

Many years ago when I was President there was a lot of interest in constantly changing methodologies which were the result of constantly changing grammatical approaches - there were years in which they went from Structuralism to Transformational Grammar to Chomsky, all this. I think the students were getting too much of this from Aldo, from Ghenadanik – they were the kings of Linguistics and the great novelties in looking at language. A lot of people got very interested in this and worked hard at it.

Nelly Shakespear

To be alive and kicking despite all the difficulties. I don't know how it happened, but it happened.

We still have to devise ways that the Association will be needed by teachers. I think Cristina [Banfi]'s doing a good job. This question of the SIGs has a future. It awakens interest and it is doing something that so far hasn't been done here. Study groups are always something very private. There are many study groups, but the fact that an institution assumes this responsibility is very good for presence of the institution in the community.

Susana Gullco de Groisman

Academically, APIBA has done quite a lot to reassure graduates of opportunities for professional development after graduation. To pass on this idea that you need to carry on afterwards. Employ experts to come and give us various avenues to pursue during seminars. What was also done during our tenure was to inform the general public of what an English teacher really is. We had a campaign in the media in newspapers like *La Nación* and *Clarín* and radio. Letters to the Editor, two in *La Nación*.

What were the requirements for graduation – excellence expected of teaching professionally – for a while had a lot of *succès de scandale* because people really didn't know. A lot of impact on the population with a lot of feedback from teachers and non-teachers. This was not carried on after our office ended. A shame.

Also – during the heyday of hyperinflation – to reconstruct the Association, to engage the participation of young people I think was an achievement as well.

Daniel Reznik

To raise English teachers awareness of who we are. The attempt to help teachers have a better opinion of themselves. Give value to their degree. I don't know how younger generations see it now. But back in those days, thirty years ago, membership was worth it and we had a lot to gain by getting together. Perhaps it has been lost, maybe it's a sign of the times, this collective enterprise spirit. I don't see it happen now at all. Not just for APIBA, I don't see it happen anywhere. People are not willing to put in time, effort. I'm not happy with the situation now but this has been going on for a decade now.

Jorge Ghenadenik

I think it has created a consciousness that we are professional teachers, that what we do is valuable, that we are in a profession that is not just like anything else. It is a profession that has certain problems that are completely different from the problems in other professions in the sense that other subject teachers do not have the possibilities and the openings that we have and because of that we are privileged in many ways. We have to keep training and developing because we are in the domain of a foreign language that we seldom have a chance to use outside the classroom. The moment we stop trying to develop we start moving backwards. That is a feeling we have.

I've never seen lots of geography teachers or history teachers in Spanish attending courses on Saturdays and evenings and things that we do in English. I think that that is because we have a role. Somehow I think that APIBA was a reminder for the teachers that here we are, we're fighting for our rights, we're also fighting for the needs, and to remind the teachers that these needs are real. Providing professional development was one of the things. Why are we interested and so concerned and so involved? Because this is necessary and this is important. And I think that teachers recognise it whether they pay or don't pay, whether they want to belong or not.

María Inés Artigas de Cambiasso

I would say survival. But it hasn't grown as it should have. Now it's an organisation with a legal identity. Now it's an organisation with its own Internet page – little by little we are entering different worlds. APIBA is changing from a parochial organisation to a more institutional organisation. I am always hopeful for the Association.

María Teresa Viñas Urquiza

To remain – the fact that APIBA remains as an Association and it keeps working, that's one big achievement. In this country where nothing remains, everything is transitory, APIBA's still there and people still attend APIBA meetings and people still work for APIBA.

Ana María Anta Paz de Castagnino

I think it was getting teachers together who don't belong to the same teaching institution. We from the *Joaquín V. Gonzalez* are a tight group, we meet and we're friendly with one another but we're separate from the *Lenguas* as they themselves are a separate place. We would, some years ago, look down at places that were not *Lenguas* or *Joaquín V. Gonzalez*, especially anything that was private. Now I think that everybody has come together. There's more respect for each other in that sense.

[However] I don't feel that APIBA's activities improve the profession in any way. Those little SIGs things might exist but they are not universal – just the same group all the time meeting. That's the way I feel.

Beatriz Tosso

Survival. Surviving is one. It's so difficult to keep it going. The fact that it exists is already an achievement. Nowadays there's a growing awareness of professionalism. That is an achievement of the Association. Before nobody paid attention to anything. They didn't consider the English teacher as a professional. And little by little I believe that this has changed. Gradually....with the presence of the Association on Facebook, and the blog... people are much more aware of its existence. Not that at the *profesorados* you see any change in people who get their degree wanting to become

members. I think we still haven't got to that point... developing pride in being a member.

Sandra Revale

Since I took over I have been very lucky that my term has coincided with the advent of new technologies. From that point of view APIBA has started having an impact on the Net: with a blog, first with one e-group, and then another e-group, then Twitter, and then Facebook. So that helps a lot...

What we have gained is presence, an awareness of the existence of something called APIBA. I think there were many young teachers who didn't even know what APIBA was. In the last two years with so much visibility on the web it has probably been an investment. I think that this is something that in due course we will be able to harvest.

Analía Kandel

I suppose APIBA entered the digital age with that first newsletter that was sent in electronic format in 1999. At the time there was *ELT News & Views* that was run by Martin Eayrs. APIBA didn't try to take over that space because it ran very efficiently. Then we launched the website for the FAAPI 2001 conference, where we had all the information we needed, all the information we used and all the information members needed.

Cristina Banfi

What challenges do you think APIBA faces now? What should its priorities be?

[To] raise academic standards. This country is quite backward in certain areas, in phonology, for example, it's forty years behind.

Linguistics has become so technical that it's very hard to study. This is not enough and they jump onto the fence. Very few people study Chomsky. This is a job for the Association, for the profession. [To] allow people to come into contact with things that are difficult but which cannot be pushed aside. Which cannot be abolished.

Aldo Blanco

There have been changes in the teaching of languages and in the syllabi here. I suppose they should be preparing people for the new needs. They must keep up with the times. But the teaching of English itself has not been successful in this country. Despite all the efforts that have been made at a national level/ at the official level. People here go to the *Colegio Nacional* and study English for five years and when they come out they cannot even put two words together. Things have improved a little bit, but most have to go somewhere else and study privately. There have been so many changes in the way the language has been taught. At one point they used translation and then they said "Never translate" so it became so very ridiculous – they couldn't use a word in Spanish. Another change was that you would have to take all sorts of things to show your students that were displayed and all sorts then somebody came and said no transportation – don't you even take anything to class – just yourself – all these ridiculous changes. Instead of telling people, you know, *teach* – you go and teach, the best way you can to transmit what you want to transmit. From traditional approaches to holistic approaches to other methods where the teacher would never stand behind the desk but had to merge with the group.

These ideas were predominantly coming from the *Ministerio*. They had some grey eminences I think, probably English teachers, who decided what the best methods were. So I think that is the big challenge for APIBA and many of these other professional Associations – to make sure that the language is taught and that students learn. It is not so very difficult – you have five years to study a language in.

I think the camp [the profession] is divided in two; those who are very proud of being English teachers and teaching and so on, and the other ones who are sort of ashamed of being English teachers because that is not enough. But I don't really have a very good argument there – I would have to think about it.

Professional Associations are not very strong in this country apart from the lawyers, and people in Economics and perhaps medical doctors. I don't know that the man in the street knows anything about APIBA. I don't think they have the faintest idea what it means to have that here. There is no recognition. I think APIBA should have something like a journal with articles. Like a learned journal that might interest people who are teaching, like upgrade the profession somehow. That may be expensive, I don't know. That may make people understand that there is an Association of professional people who have a goal and an identity, or sense of identity – that is a big problem here.

Rolando Costa Picazo

At this moment there is a lot of hopelessness and difficulties with jobs. There's a lot of interest but many people can't make it. People are working more than they used to to get the same amount of money.

For the state system it's always been like this. Very little pay for a lot of work but personally now I would like to speak about myself. I've always tried to strike a balance between the kind of work I did for the Profesorado and the kind of work I did for private institutions. And now it is not easy to do. I can't do it, I haven't got any private students now. Not that I'm actively working on that. The market has now changed, I should say, from about five years ago. That's a difficulty. That and what the publishers do, that they bring in personalities and so the seminars, the kind of activity of the Association does, has to change.

Susana Gullco de Groisman

[There is] room for improvement in developing the sense of a nation-wide Association, of a *Colegiatura* – a more formal legal standard – of every teacher being forced to become a member by law, like accountants and lawyers.

We use the example of accountants because they had a similar situation to us before 1996 and they managed to get a Congressional law passed to change the legal status of their Association. We have not been able to do this. It doesn't need to be for the whole country because local *colegiatura* is province-wide.

It's ludicrous for people to be fighting with each other in the same profession for petty power struggles.

Survival, growing – becoming a more solid organisation than it is. To get more young people on board. To get a voice in professional training. To become a consulting agency for government and academia. And ultimately at the far end of the road I still hold this apparently crazy dream of becoming a nationwide organisation that will bring teachers together to represent the voice of the profession more solidly, possibly with better grounds. When you have a handful of members because they are teacher-trainers they are in touch with students and graduates all the time, they are active professionals, they do get the voice of the profession but it is only very *ad hoc*, whenever they make a statement it's based on personal experience. What we need to

do is long term research based on solid research methods and mechanisms to find out what teachers need and what graduates need and to pass this information on.

Awareness of the role of APIBA. We, the older generation, seem to remember the golden days when APIBA was stronger, and it had something to offer. I am not sure that the younger graduates are aware of these aspects. We need to make them aware that without a professional Association they will not be able to feel that they know what their fellow teachers are doing. And they will lose a sense of belonging. If they do get together and set out to do something it is highly likely that they will have better results and they will be more confident.

Daniel Reznik

Survival. We should have an active presence in the profession which we don't now. How do you do this – by being there, by offering services, by offering some kind of comfort/protection – if you can be a member of an Association that can help you take care of your income, help you get a job, as we tried to do and further your career – then it's a worthy institution you might want to belong to.

Jorge Ghenadenik

I think that in the future we should become more powerful so that our voice is heard in the profession and our voice has a meaning in the profession. The authorities in this country don't feel that they are accountable to the people who have voted for them and they don't feel the need to explain anything to anybody and that is very difficult to change.

APIBA could become more powerful by having a larger membership for one thing. If more people are involved in doing something for the Association, then they will feel more involved and maintain their membership.

María Inés Artigas de Cambiasso

Very few members and a lack of interest from people. People are tired. In the 1970s and 1980s most of the old people now in APIBA were young. We worked, but not as much as people do now. People work from eight in the morning to ten at night and they are tired. People of the generation that now are between 30-45 years old have a lot of work. They are tired of going to lectures, they don't really see their importance. Also there are many free lecturers provided by publishers so when they do go, they prefer to go to these and get prizes.

It's as if people join APIBA to get their discount and that's it. The trend has changed, people have changed and the country has changed.

The goals in the Statutes are good ones. We must reach more people so we might fulfill those aims. I also think APIBA should be a consultant organisation. APIBA should also inform its members and the profession about professional ethics. For example, teachers should not privately teach their own students! Also more professional development. The SIGs were a good idea – even for non-members who can pay and participate.

María Teresa Viñas Urquiza

I think that there are different subgroups of members that derive different benefits from being members or that are members for different reasons. There is a core of membership that is mostly teacher trainers; many retired teacher trainers. These people are well known in the profession and they are a stable set of members, many of whom are honorary members. Then there are a group of members who come and go; they become members when they graduate, or shortly after, because one of their

teachers has mentioned APIBA. They are members for a few years and then their membership lapses and they don't continue. Maybe they come back some years after that.

The first group are members out of duty, looking to give something back, or searching to add to their professional status. For the other group, the novice teachers, APIBA offers an induction into some aspects of the profession and the opportunity of being in contact with more experienced teachers.

Teachers tend to be very isolated in their classrooms, and don't usually work with other people unless it is in a hierarchical relationship. In the association those roles often change and maybe reverse. There are groups of peers, people who have to work in teams. There are different roles that are not teaching roles. There are also things that you have to learn about the profession that you are not taught in teacher training college.

Cristina Banfi

They're going the right way I believe. It's difficult to say what they should be doing when you are not there! They're doing a lot of work in training. They are nearer the actual teachers nowadays. I think this is the right way to go. Before, maybe,there were different trends, one was to organize these events for the select few who were not interested in what you were organizing and who attended because they felt they had to...nowadays the tendency is to reach out to younger members or members to be, and maybe this is the way to start getting to those people at the *profesorados* as they come out.

Sandra Revale

The idea of belonging in a circle where we all share things and profit from one another is important. We have always tried to find a way to benefit the members like discounts in bookstores, discounts in seminars to students.

The problem is we all want to be given things all the time without realizing that perhaps by giving you are also learning and receiving – that's my view.

Stella Schulte

I think we must always be very clear regarding the main mission of APIBA, which is to give prestige and importance to the fact of holding a teaching degree, of being a qualified teacher. Good quality English teaching involves being taught by teachers who have a degree and therefore the methodology to do so effectively. The recognition that being a member guarantees is that you are part of a group of qualified teachers and it gives you professional status: that has intangible value.

Analía Kandel

One of the biggest challenges APIBA has always faced is that only a small percentage of graduate teachers in APIBA's jurisdiction are Members of the Association. Other professions have an official body ("Colegio", "Consejo", "Asociación") that provides a license ("matrícula") that allows degree-holders to work, e.g. legal translators, lawyers, accountants, medical doctors, public notaries, among others. Regarding the "Colegiatura" issue, a recurrent theme in APIBA history, I looked into it as I was intrigued as to why such a basic idea for professional endorsement had never materialized. I discussed this with a number of past Presidents and finally Enrique Groisman (Susana Gullco's husband, a lawyer) came up with a reasonable explanation: according to the Argentine Constitution (Article 14) "everyone is free to teach and to learn", therefore anyone wishing to teach can do so. So teachers do not

need to be Members of a Professional body to be able to work, as in other professions. However, the main requirement to become a Member of APIBA ([APIBA Statutes](#) Article 5) and of any of the 21 FAAPI Associations ([FAAPI Statutes](#) Article 5) is to hold an officially-recognised degree as a Teacher of English. By definition, Professional Associations grant membership upon proof of status as a degree-holder (e.g. A.M.A. Asociación Médica Argentina), but for the teaching profession it is not possible to establish membership as a requirement to work. For example, the "Estatuto del Docente GCABA" www.buenosaires.gob.ar/areas/educacion/infoadmin/estatuto_docente.php (Artículo 17, inciso II A) gives the highest score to graduate teachers ("título docente", 9 points) but others can teach too ("título habilitante" 6 points, "título supletorio" 3 points). Thus, only teachers of English that consider it important to be part of a professional group ("colectivo profesional") decide to become members of their local Teacher Association. One of the main challenges the 21 FAAPI Associations is to carry out awareness-raising campaigns to encourage graduate teachers to become Members. The larger the Association, the better it will represent graduate teachers of English before education authorities, institutions and the community at large.

Analía Kandel

Appendix I – APIBA Committees

This Committee chronology has been reconstructed from available APIBA newsletters, *Libros de Actas* and oral validation from various ex-Committee members. Gaps and errors are open to comment and correction.

From 25/09/71

President: Sarah M. Mouzo

Secretary: Aldo O. Blanco

Treasurer: Nora Fazio

Dep.Treasurer: Germán H. Iglesias

1st Ord. Member: Mónica G. Hoss

2nd Ord. Member: Alicia Balsells

1st Sub. Member: Ana Rosa A. de Goyeneche

2nd Sub. Member: Fanny C. de Glikin

From 30/09/72

President: Sarah M. Mouzo

Secretary: Aldo O. Blanco

Treasurer: Ana Rosa A. de Goyeneche

Dep.Treasurer: Nora Fazio

1st Ord. Member: Mónica G. Hoss

2nd Ord. Member: Fanny C. de Glikin

1st Sub. Member: Beatriz Casoy

2nd Sub. Member: Federico May

From 14/09/74

President: Jorge R. Lewis

Secretary: Ana R. A. de Goyeneche

Treasurer: Nora Fazio

Dep.Treasurer: Claudia Boschiglia

1st Ord. Member: Federico May

2nd Ord. Member: Alicia C. de

Estéves

1st Sub. Member: Alicia Zingoni

2nd Sub. Member: Fanny C. de Glikin

From 2/12/78

President: Nelly M. Shakespeare

Secretary: Lasternia C. de Saiace

Treasurer: María Cristina T. de Grondona White

Dep.Treasurer: Ana R. A. de Goyeneche

1st Ord. Member: Graciela N. Siri

2nd Ord. Member: Antonio R. Restano

1st Sub. Member: Ricardo Cavallini

2nd Sub. Member: María Eugenia

Crespo de Mafía

From 15/12/79

President: Nelly M. Shakespeare

Secretary: Lasternia C. de Saiace

Treasurer: Margaret Tripp de Fernández Gallardo

Dep.Treasurer: Amalia Varoli

1st Ord. Member: Beatriz Tosso

2nd Ord. Member: Rosa María de Tezanos Pinto

1st Sub. Member: Ricardo Cavallini

2nd Sub. Member: María Eugenia Crespo de Mafía

From 13/12/80

President: Rolando Costa Picazo

Vice-President: Adriana Boffi de Cánepa

Secretary: Silvia Sloer de Segal

Treasurer: Margaret Tripp de Fernández Gallardo

Dep.Treasurer: Rosa María de Tezanos Pinto

1st Ord. Member: Beatriz Tosso

2nd Ord. Member: Jorge Lewis

1st Sub. Member: Luisa Granato de Grasso

2nd Sub. Member: Lastenia Clamenti de Saiace

Accounts Committee: Luisa Keller

Aldo Blanco

Elías Golstein

From 19/12/81

President: Rolando Costa Picazo

Vice-President: Adriana Boffi de Cánepa

Secretary: Silvia Sloer de Segal

Treasurer: Graciela Batana de Ladouz

Dep.Treasurer: Rosa María de Tezanos Pinto

1st Ord. Member: Ana María
Armendariz de Gómez
2nd Ord. Member: Jorge Lewis
1st Sub. Member: Luisa Granato de
Grasso
2nd Sub. Member: María Haydée
Ferro
Accounts Committee: Luisa Keller
Elías Golstein
Aldo Blanco

From 22/12/82

President: Rolando Costa Picazo
VP: Adriana Boffi de Cánepa
Secretary: Silvia Soler de Segal
Treasurer: Patricia Jacob de Jacob
Asst. Treasurer: Susana Gómez de
García Posadas
Members: Elba Terrevazzi de
Guaragna
Ana María Armendáriz de
Gómez
María Haydée Ferro
Claudia Moi
Accounts Committee:
Graciela Batana de Ladoux
Beatriz Tosso
Luisa Keller

From 17/12/83

President: Rolando Costa Picazo
VP: Adriana Boffi de Cánepa
Secretary: Silvia Soler de Segal
Treasurer: Patricia Jacob de Jacob
Asst. Treasurer: Susana Gómez de
García Posadas
Members: Elba Terrevazzi de
Guaragna
Inés Cambiasso
Pascual Masullo
Claudia Moi
Accounts Committee:
Graciela Batana de Ladoux
Beatriz Tosso
Luisa Séller

From 22/3/85

**President: Susana Gullco de
Groisman**
VP: Rosa Irene Rouso

Sec: María Silvia Stagnaro
Treasurer: Pascual Masullo
Dep.-Treasurer: María Inés Artigas de
Cambiasso
Members: Graciela Siri
Alicia Perera (Asst. Sec.)
Blanca Gómez
Cristina Corallo de Turchi

From 14/12/1985

**President: Susana Gullco de
Groisman**
Vice-President: Rosa Irene Rouso
Secretary: María Silvia Stagnaro
Treasurer: Susana Marchetti
Dep. Treasurer: Ana María Paciodi de
Pieron
1st Ord. Member: Moira Valenti
2nd Ord. Member: Alicia Perera
Barruti (Sec. de Actas)
1st Sub. Member: Blanca Gómez
2nd Sub. Member: Cristina Corallo de
Turchi

From 13/12/1986

**President: María Cristina T. de
Grondona White**
VP: Sarah Mouzo de Valle,
Sec. María Mazza de Balbuena,
Treasurer: Susana Marchetti
Asst. Treasurer: Ricardo Víctor
Cavallini
Members: Moira Valenti
Nora Pelaia,
Blanca J. Gómez
Cristina Corallo de Tuchi,

From 16/12/1987

**President: María Cristina T. de
Grondona White**
VP: Sarah Mouzo de Valle,
Sec.: María Mazza de Balbuena,
Treasurer: María Katramados
Asst. Treasurer: Alejandra Vignone
Members: Nora Pelaia,
Marta Frenkel,
Blanca J. Gómez, ,
Cristina Corallo de Tuchi,

From 23/11/ 1988**President: Jorge Ghenadenik**

Vice-President: Sarah M. Mouzo de Valle

Secretary: Ma. Teresa Mazza de Balbuena

Treasurer: María Katramados

Dep. Treasurer: Alejandra Vignone

1st Ord. Member: Martha Frenkel de Frers

2nd Ord. Member: Nora Fazio

1st Sub. Member: Nora Mazzini

2nd Sub. Member: Elina Belçaguy

From 1/10/1989**President: Jorge Ghenadenik**

Vice-President: Sarah Mouzo

Secretary: Daniel Reznik

Treasurer: Virginia López Grisolia

Dep. Treasurer: María Gabriela Martínez

1st Ord. Member: Nora Fazio

2nd Ord. Member: Ana María Armendariz

1st Sub. Member: Alfredo Jaeger

2nd Sub. Member: Oriel Villagarcía

From 11/9/1990**President: Jorge Ghenadenik**

Vice-President: Nora Fazio

Secretary: Daniel Reznik

Treasurer: Virginia López Grisolia

Dep. Treasurer: Ma. Gabriela Martínez de García Porcel

1st Ord. Member: Esteban Cresta

2nd Ord. Member: Rosario Ugarte

1st Sub. Member: Oriel Villagarcía

2nd Sub. Member: Gustavo Paz

From 23/8/1991**President: Efraín Davis**

Vice-President: Esteban Cresta

Secretary: María Rosa Maríani

Treasurer: Gustavo Paz

Dep. Treasurer: Marta López de Paolino (resigned)

1st Ord. Member: María Elena Álvarez Klaros (with Dep. Secretary functions)

2nd Ord. Member: Nora Fazio

1st Sub. Member: Miguel Cánchero

2nd Sub. Member: Jorge Lewis

From 11/9/1992**President: Efraín Davis**

Vice-President: Esteban Cresta

Secretary: María Rosa Maríani

Treasurer: Ernesto Solari

Dep. Treasurer:

1st Ord. Member: María Elena Álvarez Klaros (with Dep. Secretary functions)

2nd Ord. Member: Claudia Ferradas de Moi

1st Sub. Member: Miguel Cánchero

2nd Sub. Member: Jorge Lewis

From 2/10/1993**President: Ana María Anta Paz de Castagnino**

Vice-President: Claudia Ferradas de Moi

Secretary: María Teresa Viñas Urquiza

Treasurer: Ernesto Solari

Dep. Treasurer: María Isabel Santa

1st Ord. Member: Susana Nieves Fiordalizzi

2nd Ord. Member: María Mónica Marinakis

1st Sub. Member: Silvia Esther

Ronchetti

2nd Sub. Member: María Albina García de García

From 28/10/1994**President: Ana María Anta Paz de Castagnino**

Vice-President: Silvia Esther Ronchetti

Secretary: María Teresa Viñas Urquiza

Treasurer: Silvina Campagnoli

Dep. Treasurer: María Mónica Marinakis

1st Ord. Member: Susana Nieves Fiordalizzi

2nd Ord. Member: María Isabel Santa

1st Sub. Member: María Albina García de García

2nd Sub. Member: Alicia Marta Cañete

From 22/9/1995**President: María Inés Artigas de Cambiasso**

Vice-President: María Cristina Thomson de Grondona White
 Secretary: Lorena Lucía Connolly de Senatore
 Treasurer: María Silvina Campagnoli
 Dep. Treasurer: Nancy Elena Johnstone
 1st Ord. Member: Susana Alicia Cordes
 2nd Ord. Member: María Isabel Santa
 1st Sub. Member: Alicia Marta Cañete
 2nd Sub. Member: María Teresa Viñas Urquiza

From 4/10/1996**President: María Inés Artigas de Cambiasso**

Vice-President: María Cristina Thomson de Grondona White
 Secretary: Lorena Lucía Connolly de Senatore
 Treasurer: Susana Masoero
 Dep. Treasurer: Nancy Elena Johnstone
 1st Ord. Member: Susana Alicia Cordes
 2nd Ord. Member: María Isabel Santa
 1st Sub. Member: Rita Faré de Garrido
 2nd Sub. Member: Laura Renart

From 4/10/1997**President: Beatriz Tosso**

Vice-President: María Teresa Stringa de Vido
 Secretary: Stella Schulte de Ugarte
 Treasurer: Susana Masoero
 Dep. Treasurer: Mirta Navaz de D'Alessio
 1st Ord. Member: Rita Faré de Garrido,
 2nd Ord. Member: Laura Renart,
 1st Sub. Member: Diana Palomino,
 2nd Sub. Member: Fabián Posco.

From 3/10/1998**President: Beatriz Tosso**

Vice-President: Mirta Navaz de D'Alessio
 Secretary: Rita Faré de Garrido
 Treasurer: Stella Schulte de Ugarte
 Dep. Treasurer: Susana Masoero
 1st Ord. Member: María Teresa Stringa de Vido
 2nd Ord. Member: Cristina Banfi
 1st Sub. Member: ----
 2nd Sub. Member: ----

From 30/10/1999**President: Cristina Banfi**

Vice-President: Stella Schulte de Ugarte
 Secretary: Rita Faré de Garrido
 Treasurer: Susana Masoero
 Dep. Treasurer: Analía Kandel
 1st Ord. Member: Silvia Iummato
 2nd Ord. Member: Pablo Toledo
 1st Sub. Member: Valeria Artegui
 2nd Sub. Member: Silvia Rettarolli

From 21/10/2000**President: Cristina Banfi**

Vice-President: Stella Schulte
 Secretary: Silvia Iummato
 Treasurer: Silvia Rettaroli
 Dep. Treasurer: Sandra Revale
 1st Ord. Member: Analía Kandel
 2nd Ord. Member: Pablo Toledo
 1st Sub. Member: Valeria Artigue
 2nd Sub. Member: Laura Renart

From 9/11/2001**President: Cristina Banfi**

Vice-President: Stella Schulte
 Secretary: Laura Renart
 Treasurer: Sandra Revale
 Dep. Treasurer: María de los Ángeles Rodríguez
 1st Ord. Member: Analía Kandel
 2nd Ord. Member: Pablo Toledo
 1st Sub. Member: Isabel Onetti de Mora
 2nd Sub. Member: Marisa Vilaseco

From 18/10/2003

President: Sandra Revale

Vice-President: Laura Renart

Secretary: Valeria Artigue

Treasurer: Silvia Rettaroli

Reserve Treasurer: Luciana Fernández

1st Ord. Member: Isabel Onetti de Mora

2nd Ord. Member: María Cornia Arguimbau

1st Sub. Member: Romina Nulhem

2nd Sub. Member: Cristina Banfi

From 15/10/2005

President: Stella Schulte

Vice-President: Gustavo González

Secretary: Silvia Luppi

Treasurer: Virginia López Grisolia

Dep. Treasurer: Fernanda Velázquez

1st Ord. Member: Silvana M. Garófalo

2nd Ord. Member: María Albina García

1st Sub. Member: Graciela María Godward

2nd Sub. Member: Silvia Rettaroli

From 21/10/2007

President: Stella Schulte

Vice-President: Gustavo González

Secretary: Maria Cecilia Saavedra

Treasurer: Virginia López Grisolia

Dep. Treasurer: Mary Godward

1st Ord. Member: Claudia Naom

2nd Ord. Member: María Luisa Ghisalberti

1st Sub. Member: Jessica Bohan

2nd Sub. Member: Roxana Basso

From 31/10/2009

President: Analía Kandel

Vice-President: Graciela C. Moyano

Secretary: María Luisa Ghisalberti

Treasurer: Virginia López Grisolia

Dep. Treasurer: Marina Cantarutti

1st Ord. Member: Claudia Naom

2nd Ord. Member: Claudia Sobico

1st Sub. Member: Marcela Agullo

2nd Sub. Member: ----

From 23/10/2010

President: Analía Kandel

Vice-President: Graciela C. Moyano

Secretary: María Luisa Ghisalberti

Treasurer: Virginia López Grisolia

Dep. Treasurer: Paula Miniño

1st Ord. Member: Claudia Naom

2nd Ord. Member: Marina Cantarutti

1st Sub. Member: Laura Aza

2nd Sub. Member: Gabriela Madera

From 19/11/2011

President: Analía Kandel

Vice-President: Claudia Naom

Secretary: Belen Tur

Treasurer: Laura Renart

Dep. Treasurer: Laura Karina López

1st Ord. Member: Gabriela Madera

2nd Ord. Member: María Luisa Ghisalberti

1st Sub. Member: Valeria Kharsansky

2nd Sub. Member: Paula Miniño

Appendix II – APIBA Honorary Members

Sarah Mouzo †

President (25/09/71-14/09/74), Vice-President (13/12/86 - 23/11/88; 23/11/88 - 11/09/90)

Ana María Goyeneche

Sub. Ordinary Member (25/09/71 - 30/09/72), Treasurer (30/09/72 –14/09/74), Secretary (14/09/74 - ?), Deputy Treasurer (02/12/78 -15/12/79)

Jorge Lewis †

President (14/09/74 - ?), Sub. Ordinary Member (23/08/91- 02/10/93), Ordinary Member (13/12/80 - 22/12/82)

Roxana Fazio

Treasurer (25/09/71 - 30/09/72), Deputy Treasurer (30/09/72 - ?), Ordinary Member (23/11/88 - 01/10/89; 23/08/91- 11/09/92), Vice-President (11/09/90 - 23/08/91)

Nelly Shakespear

President (02/12/78 - 13/12/80)

Rolando Costa Picazo

President (13/12/80 - 22/12/82; 22/12/82 - 22/03/85)

Nora Fazio

Treasurer (25/09/71 - 30/09/72), Deputy Treasurer (30/09/72 - ?), Permanent Member 2 (23/11/88 - 01/10/89; 23/08/91- 11/09/92), Permanent Member 1 (01/10/89 - 11/09/90), Vice-President (11/09/90 - 23/08/91)

Susana Gullco de Groisman

President (22/03/85 -13/12/86)

María Cristina Thomson de Grondona White

Treasurer (02/12/78 - 15/12/79), President (13/12/86 - 23/11/88)

Jorge Ghenadenik

President (23/11/88 - 11/09/90; 11/09/90 - 23/08/91)

Efraín Davis

President (23/08/91- 02/10/93)

Ruth Kibrick de Roittemberg

Rosa Moure de Vicien

María Elena Passerón

Lucila Samengo de Gassó

Beatriz Uteda de MacNab

Ana María Anta Paz de Castagnino

President (02/10/93 - 22/09/95)

María Teresa Viñas Urquiza

Secretary (2/10/93 - 22/9/95), Sub. Ordinary Member (22/9/95 - 4/10/96)

Clemencia Baraldi de Durán

Beatriz Tosso

Ordinary Member (15/12/79 - 19/12/81), President (04/10/97 - 30/10/99)

Cristina Banfi

Ordinary Member (3/10/98 - 30/10/99), President (30/10/1999 – 22/09/2001 & 22/09/2001 – 18/10/2003), Sub. Ordinary Member (18/10/2003 - 15/10/2005)

Sandra Revale

Dep. Treasurer (21/10/2000 - 18/10/2003), President (18/10/2003 - 15/10/2005)

Stella Schulte de Ugarte

Secretary (4/10/97 - 3/10/98), Treasurer (3/10/98 - 3/10/99), Vice-President (30/10/99 - 18/10/2003), President (15/10/2005 - 31/10/2009)

Appendix III – Estatutos de APIBA

ESTATUTOS DE LA ASOCIACION DE PROFESORES DE INGLES DE BUENOS AIRES

Personería Jurídica, exp. C. 7111, resolución 8524 del 20 diciembre 1979

DE LA DENOMINACIÓN Y DEL DOMICILIO:

Artículo 1º.- Con el nombre de "Asociación de Profesores de Inglés de Buenos Aires" se constituyó en la Ciudad de Buenos Aires, República Argentina, a los seis días del mes de noviembre de mil novecientos setenta y uno, una asociación civil, sin fines de lucro, que se regirá por los presentes estatutos. Su domicilio legal se establece en la ciudad de Buenos Aires.

DEL OBJETO:

Artículo 2º.- La Asociación tiene por objeto. a) Fomentar el perfeccionamiento de los profesores de inglés y trabajar por la constante superación y actualización de los planes de estudio, programas y métodos de enseñanza de la especialidad en todos los niveles; b) Gestionar ante las autoridades competentes la sanción de las leyes, reglamentos y resoluciones que establezcan o actualicen normas para el ejercicio del profesorado y las remuneraciones correspondientes; c) Estrechar los vínculos entre los profesores de inglés y las instituciones educacionales y culturales, argentinas y extranjeras, que propendan a la difusión de la lengua y cultura inglesa y al mejoramiento y mayor extensión de su enseñanza; d) Fomentar las relaciones y la solidaridad entre los socios que agrupa. La Asociación podrá crear o incorporar filiales, las que se regirán por este Estatuto y las disposiciones reglamentarias que se dictaran al efecto.

DE LA CAPACIDAD:

Artículo 3º.- La Asociación podrá realizar todos los actos para los que las leyes reconocen capacidad a las asociaciones civiles con personería jurídica y que tengan relación directa o indirecta con el objeto de la identidad. Para la realización de los fines estipulados en el artículo anterior la Asociación procurará: a) Gestionar la creación y sostenimiento de becas de estudio dentro y fuera del país; b) Publicar los folletos, volantes, circulares, boletines o revistas que crea conveniente; c) Formar bibliotecas, archivos, colecciones de materiales audio-visuales, etc.; d) Crear una bolsa de trabajo y reglamentar su funcionamiento; e) Organizar congresos, seminarios, conferencias, cursos y cursillos y realizar toda otra actividad tendiente a lograr fines de su constitución.

DEL PATRIMONIO:

Artículo 4º.- El patrimonio de la Asociación se compone: a) de los bienes que posee en la actualidad; b) de las cuotas que abonen sus socios y las contribuciones que provengan de sus filiales; c) de las donaciones y otros beneficios que recibiera; d) del producto de las operaciones que pudiera realizar, y de servicios técnicos y de asesoramiento que pudiera prestar en orden a su capacidad y para cumplir sus fines estatutarios.

DE LOS ASOCIADOS:

Artículo 5º.- Se establece una sola categoría de socios. Estos deberán poseer título docente en la especialidad, expedido por: a) las Universidades nacionales, provinciales o privadas; b) los Institutos Superiores del Profesorado nacionales, provinciales o privados.- En todos los casos los títulos deberán ser los reconocidos por el Ministerio de Educación de la Nación para

la impartición de la asignatura en las escuelas nacionales.- Son requisitos para ser socio de esta Asociación: 1º.- Que la solicitud haya sido aceptada por la Comisión Directiva de la Asociación. 2º.- Que el socio abone regularmente la cuota mensual que determina la asamblea. Será regular el pago de la cuota hecho dentro de los treinta días siguientes al último día del mes que corresponda a la cuota. La falta de pago de dos cuotas mensuales coloca al socio en estado de mora.

Artículo 6º.- Derechos y obligaciones de los Asociados.- Son derechos exclusivos de los socios: tener voz y voto en las asambleas ordinarias y extraordinarias, y participar en todas las actividades de la Asociación; hacer uso de sus instalaciones, elementos y servicios profesionales conforme a las normas y condiciones que en cada caso se establezcan: formar parte de la Comisión Directiva y otros cuerpos presentes y futuros de la Asociación. La Asociación podrá tomar medidas disciplinarias contra los socios, que irán desde un llamado de atención hasta la exclusión definitiva, cuando no dieran cumplimiento a sus obligaciones como socios o cuando su conducta afectare el prestigio de la Asociación. Las medidas disciplinarias deberán ser resueltas por la Comisión Directiva, y la resolución notificada en forma fehaciente podrá ser apelada dentro de los quince días corridos desde la notificación, ante la primera Asamblea que se realice.

DEL LOS ORGANOS Y AUTORIDADES DE LA ASOCIACIÓN:

Artículo 7º.- Lo son: La Asamblea de Socios, la Comisión Directiva y la Comisión de Cuentas.

DE LA COMISIÓN DIRECTIVA:

Artículo 8º.- Integración y atribuciones.- a) La Asociación será dirigida y administrada por una Comisión Directiva integrada por siete miembros: Un Presidente; un Vicepresidente; un Secretario; un Tesorero; un Protesorero; dos vocales titulares: 1º y 2º; se elegirán también dos Vocales Suplentes: 1º y 2º. Durarán dos años pudiendo ser reelegidos. La Comisión Directiva se renovará por mitades cada año. -b) Ninguno de los cargos especificados: en a) será rentado, pero la C.D. está facultada para crear cargos administrativos rentados.- c) La Asamblea Ordinaria elegirá al presidente y a los demás miembros titulares y suplentes de la C.D. que corresponde elegir en cada caso. En la primera reunión posterior de la CD ésta distribuirá los cargos vacantes entre los electos.- d) La C.D. se reunirá por lo menos una vez por mes y sólo podrá sesionar con la mitad más uno de sus miembros. Sus decisiones se tomarán por el voto de la mitad más uno de los presentes. En caso de empate el miembro que preside tendrá doble voto. Si alguno de sus miembros faltare a las reuniones más de tres veces consecutivas sin causa justificada cesará automáticamente en sus funciones.- e) La C.D. tendrá atribuciones amplias para realizar los actos y gestiones tendientes al logro de los fines establecidos, debiendo al efecto dictar los reglamentos y adoptar las medidas que estime necesarias para el mejor cumplimiento de sus funciones. Para decidir la exclusión de un socio deberán estar presentes por lo menos cinco miembros de la C.D. - f) La C.D. dará cuenta de todos los aspectos de su gestión ante la Asamblea ordinaria a la que deberá elevar su Memoria anual.

Artículo 9º.- El Presidente o, en caso de vacancia temporal o definitiva del cargo, el Vicepresidente, presidirá las reuniones de la C.D. y las asambleas.

Artículo 10º.- El Secretario levantará acta de las reuniones de la C.D. y de las asambleas, llevará registro de la correspondencia y secundará en todo al Presidente. En caso de ausencia o de vacancia del cargo, el cuerpo designará al reemplazante.

Artículo 11º.- El Tesorero llevará las cuentas de la Asociación con los libros y la documentación necesarias, asegurará el cobro de las cuotas sociales, entregará recibos por todo el dinero o efectos recibido y exigirá recibos por toda inversión o entrega de fondos. El

Protesorero reemplazará al Tesorero en todos los casos de vacancia temporal o definitiva de este, y además auxiliará regularmente sus funciones. El tesorero y/o Protesorero conjuntamente con el Presidente, procederán a la apertura de una cuenta bancaria a nombre de A.P.I.B.A., en una entidad de plaza a fin de tener acceso y poder utilizar todos los servicios que la entidad ofrezca, pudiendo suscribir todo tipo de documento tendiente a dicho fin.

Artículo 12°.- Los Vocales Titulares reemplazarán a los demás miembros de la C.D. en los casos no contemplados en los artículos precedentes.

DE LA COMISION DE CUENTAS:

Artículo 13°.- La Comisión de Cuentas es el órgano de fiscalización de la Asociación. Está formada por tres miembros que son elegidos por la Asamblea Ordinaria y duran dos años en sus cargos, pudiendo ser reelegidos. Son atribuciones de la C. de Cuentas: - a) Asistir a las sesiones de la Comisión Directiva cuando ésta trate asuntos sobre los que la Comisión ejerce fiscalización.- b) Fiscalizar la administración, comprobando regularmente el estado de la Caja y la existencia de los títulos y valores de toda especie.- c) Dictaminar sobre la memoria, inventario, balance y cuentas de ganancias y pérdidas que la Comisión Directiva debe presentar a la Asamblea.- d) Convocar a Asamblea ordinaria cuando omitiere hacerlo la Comisión Directiva; y solicitar la convocación de asamblea extraordinaria cuando lo juzgara necesario, poniendo los antecedentes a ello el órgano directivo; - e) Vigilar las operaciones de liquidación de la Asociación.

DE LAS ASAMBLEAS:

Artículo 14°.- Habrá dos clases de Asamblea: Ordinarias y Extraordinarias. La Asamblea Ordinaria se reunirá una vez por año dentro de los meses siguientes al cierre del ejercicio económico, cuya fecha será al día treinta y uno de Julio. La Asamblea deberá: - a) Considerar la memoria, inventario, balance general, e informe del órgano de fiscalización;- b) Nombrar al Presidente y demás miembros de la C.D., titulares o suplentes, y la Comisión de Cuentas; - c) Fijar el monto de las cuotas sociales para el siguiente ejercicio; - d) Tratar cualquier otro asunto mencionado en la Convocatoria.

Artículo 15°.- Las Asambleas Extraordinarias serán convocadas siempre que la C.D. lo estime necesario, o cuando lo soliciten el órgano de fiscalización o por lo menos el veinte por ciento de los socios con derecho a voto. La C.D. deberá resolver el pedido dentro del término de quince días corridos, y la Asamblea deberá celebrarse dentro de los quince días siguientes a la resolución de su convocatoria.

Artículo 16°.- Las Asambleas se convocarán con notificación personal o por circular remitida al domicilio del socio, con la información correspondiente y con quince días de anticipación. En la Asamblea no podrán tratarse otros asuntos que los incluidos en la correspondiente convocatoria.

Artículo 17°.- Las Asambleas se celebrarán válidamente, aún para tratar la reforma de los estatutos o la disolución de la Asociación, sea cual fuera el número de socios concurrentes una hora después de la fijada en la convocatoria, si antes no se hubiesen hecho presente la mitad más uno de los socios con derecho a voto.

Artículo 18°.- Las resoluciones se adoptarán por mayoría de la mitad más uno de los votos presentes, salvo en los casos de modificación del Estatuto o disolución de la Asociación, para los que se requerirá el voto de por lo menos los dos tercios de los socios presentes.- Ningún socio podrá tener más de un voto y los miembros de la C.D. y del órgano de fiscalización no podrán votar en asuntos relacionados con su gestión.

DE LA DISOLUCIÓN:

Artículo 19º.- La Asamblea no podrá decretar la disolución de la Asociación mientras existan treinta socios dispuestos a mantenerla, quienes en tal caso se comprometerán a perseverar en el cumplimiento de los objetos sociales. De hacerse efectiva la disolución, se designarán los liquidadores, que podrán ser la misma C.D., o uno o más socios según lo resuelva la Asamblea.- El órgano de fiscalización deberá vigilar las operaciones de liquidación de la Asociación. Una vez pagadas las deudas sociales, el remanente de los bienes se destinará a una entidad de bien público que designará la Asamblea que resuelva la disolución de la Asociación.

Appendix IV – Estatutos y Reglamentos de FAAPI

ESTATUTOS DE LA FEDERACION ARGENTINA DE ASOCIACIONES DE PROFESORES DE INGLES

Pers. Jurídica 133 "F" 1984 (Modificaciones 2007)

DE LA DENOMINACION:

Artículo 1º.- Con el nombre de Federación Argentina de Asociaciones de Profesores de Inglés se constituye en la ciudad de Córdoba, República Argentina, a diez días del mes de Abril de mil novecientos setenta y uno, una asociación civil sin fines de lucro que se registrará por los presentes estatutos.

DEL DOMICILIO:

Artículo 2º.- La Federación constituye domicilio legal en la ciudad de Córdoba, provincia del mismo nombre, República Argentina.

DE LA DURACIÓN:

Artículo 3º.- La Federación durará por tiempo indeterminado y mientras cumpla los fines para los cuales se funda.

DE LOS FINES:

Artículo 4º.- La federación tendrá como fines fundamentales:

- a) Fomentar el perfeccionamiento de los profesores de Inglés y bregar por la constante superación y actualización en lo que respecta a planes de estudio, programas y métodos de enseñanza de la especialidad en todos los niveles.
- b) Gestionar ante las autoridades competentes la sanción de leyes, reglamentos y resoluciones que establezcan o actualicen normas para el ejercicio de la profesión.
- c) Estrechar vínculos entre los profesores de Inglés y las instituciones educativas y culturales argentinas y extranjeras, que propendan a la difusión de la lengua inglesa y el mejoramiento de su enseñanza
- d) Fomentar la amistad y la solidaridad entre los socios de las entidades que agrupa.

DE LA REALIZACION DE LOS FINES:

Artículo 5º.- Para la realización de los fines estipulados en el artículo anterior la Federación procurará:

- a) Agrupar a través de asociaciones locales, regionales y provinciales a todas las personas que posean título de la especialidad expedido por Universidades Nacionales, Provinciales y Privadas, Institutos Superiores del Profesorado e Instituciones similares reconocidas por el Ministerio de Educación de la Nación.
- b) Gestionar la creación y el sostenimiento de becas de estudio dentro y fuera del país.
- c) Publicar folletos, volantes, circulares, boletines que crea conveniente para la consecución de los fines expuestos.
- d) Formar bibliotecas, archivos, colecciones de materiales audio-visuales, etc.
- e) Organizar congresos, seminarios, conferencias, cursos y cursillos, y realizar toda otra actividad concordante con los fines de su constitución.

DE LAS ENTIDADES MIEMBROS:

Artículo 6º.- La Federación estará integrada por entidades locales, regionales y provinciales que cumplan los requisitos que se enumeran a continuación, y no podrá aceptar socios individuales directamente.

- a) Ser específicamente entidades que nucleen a profesores de Inglés en las condiciones estipuladas en el inciso a) del artículo 5º de los presentes Estatutos.
- b) Depositar en la Secretaría de la Federación una copia de sus Estatutos.

c) Contribuir a los fondos de la Federación en la forma que se especifica en el inciso a) del artículo 9°.-

d) Presentar la nómina de socios, la que deberá ser actualizada anualmente y con anterioridad a la realización de la Asamblea Anual Ordinaria.

e) Enviar a la Federación, con anterioridad a la realización de la Asamblea Anual Ordinaria, un informe detallado de las actividades cumplidas en los doce meses anteriores, y de los proyectos para los doce posteriores, a los efectos de coordinar las tareas.

DE LA ZONA DE INFLUENCIA DE CADA ASOCIACION:

Artículo 7°.- En el momento de solicitar su incorporación a la Federación, la entidad solicitante fijará su zona geográfica de influencia de común acuerdo con la Federación, y ésta no podrá posteriormente aceptar en su seno otras entidades dentro de la misma zona, sin que medie una nueva delimitación de la zona en cuestión. Cada Asociación podrá incorporar filiales dentro de su zona de influencia, las que se regirán por los Estatutos de dicha Asociación.

DE LA EXTENSION DE LOS SERVICIOS A LOS NO ASOCIADOS:

Artículo 8°.- La Federación podrá extender sus servicios de Biblioteca, información, etc., como así también permitir la concurrencia a las actividades que se realicen, a personas sin título habilitante, en formas y condiciones a reglamentar en cada caso.

DE LOS RECURSOS:

Artículo 9°.- Serán recursos de la Federación:

a) La contribución anual fija por socios que aportarán las Asociaciones miembros – incluyendo sus filiales – y cuyo monto se establecerá en cada Asamblea Anual Ordinaria, debiendo las Asociaciones realizar el aporte antes del 30 de Noviembre de cada año.

b) Las donaciones de toda índole de que fuera objeto.

c) El producto de operaciones que pudiera realizar y de servicios que pudiera prestar.

DE LA UTILIZACION Y ADMINISTRACION DE LOS RECURSOS:

Artículo 10°.- La Federación podrá adquirir bienes muebles e inmuebles, contraer obligaciones y realizar operaciones con instituciones bancarias y crediticias oficiales.

DE LOS FONDOS:

Artículo 11°.- Los fondos de la Federación se depositarán únicamente en cuentas bancarias oficiales.

DE LA COMISION DIRECTIVA:

Artículo 12°.-

a) La conducción de la Federación estará a cargo de una Comisión Directiva integrada de la siguiente manera: un presidente, un secretario, un tesorero, vocales titulares 1° y 2°. vocales suplentes 1° y 2°, y una Comisión Revisora de Cuentas integrada por un miembro titular y un suplente. Todos los miembros durarán dos años en sus funciones y podrán ser reelegidos.

b) Ninguno de los cargos de la Comisión Directiva será rentado, pero ésta estará sin embargo facultada para crear cargos administrativos rentados.

c) La Comisión Directiva será elegida en la Asamblea Anual Ordinaria, quedando esta última facultada para decidir en cada oportunidad sobre la forma de votación como así también sobre el criterio a seguir en cuanto a la integración de la Comisión Directiva

d) La Comisión Directiva deberá sesionar con la presencia de tres miembros – por lo menos dos de los cuales deberán tener cargos específicos – y se reunirá por lo menos dos veces por año, pudiendo una de ellas coincidir con la asamblea anual.

e) El Presidente o su reemplazante representará oficialmente a la Federación, presidirá las reuniones de la Comisión Directiva, como así también las asambleas ordinarias, y extraordinarias, y presentará una memoria al finalizar cada ejercicio.

- f) El Secretario levantará actas de las reuniones de la Comisión Directiva y de las Asambleas Ordinarias y Extraordinarias.
- g) El Tesorero llevará las cuentas, exigiendo recibos por toda entrega de fondos, y extendiendo recibos por todo ingreso.
- h) En caso de ser necesario el reemplazo del Presidente, Secretario, o Tesorero, asumirá el cargo el vocal que corresponda en el orden establecido.

DE LAS ASAMBLEAS:

Artículo 13°.- a) La Asamblea Anual Ordinaria se realizará una vez por año en una fecha apropiada dentro de los 120 días a partir del cierre de ejercicio que se verificará el 31 de Diciembre, y se constituirá con dos delegados por cada entidad miembro, los que tendrán voz y voto; los miembros de la Comisión Directiva sólo tendrán voz, correspondiéndole al Presidente decidir, mediante su voto, únicamente en caso de empate.

b) Se realizarán Asambleas Extraordinarias cada vez que la Comisión Directiva lo considere conveniente, o cuando lo solicite un número no inferior al treinta por ciento de las entidades miembros en condiciones de votar, o cuando lo solicite la Comisión Revisora de Cuentas. En los dos últimos casos deberá adoptarse resolución dentro de los treinta días de formular la petición.

c) Para la realización de asambleas deberá citarse a las Entidades con una anticipación no menor de cuarenta y cinco días, tomándose los recaudos necesarios para asegurar el recibo de las comunicaciones, en las que deberá consignarse fecha, hora, lugar y orden del día a considerar. Asimismo, toda convocatoria a Asamblea deberá publicarse en el Boletín Oficial de la Provincia durante tres días y comunicarse a las autoridades competentes en la forma y términos previstos en disposiciones legales en vigencia.

d) Tanto en las Asambleas ordinarias como en las extraordinarias los delegados tendrán voto siempre que la entidad que represente esté al día con los aportes anuales a que se refiere el inciso a) del artículo nueve.

e) Las decisiones de las asambleas ordinarias y extraordinarias se tomarán por el voto de la mitad más uno de los delegados presentes; en lo concerniente a la reforma de los Estatutos y a la disolución de la Federación, en cambio, las mociones deberán contar con el voto por lo menos de dos tercios del total de entidades miembros.

f) En las Asambleas sólo podrán considerarse los asuntos debidamente previstos en el orden del día respectivo.

g) Las asambleas de todo tipo se llevarán a cabo con un “quorum” equivalente a los dos tercios del total de entidades miembros, pero transcurrida una hora a partir de la fijada en la convocatoria las asambleas se llevarán a cabo con el número de delegados que hubiere, previa constatación de que las entidades miembros han estado en conocimiento de la convocatoria y de que no existan causas de fuerza mayor que hayan impedido la concurrencia de las delegaciones.

DE LA COMISION REVISORA DE CUENTAS:

Artículo 14°.- Los miembros de la Comisión Revisora de Cuentas deberán llenar los mismos requisitos que los demás miembros de la Comisión Directiva, siendo sus funciones ad-honorem, con los siguientes deberes y atribuciones: a) Examinar los libros y documentos de la Entidad al final del ejercicio anual.

b) Fiscalizar la inversión y percepción de los fondos sociales, como así también la existencia de títulos y valores.

c) Asistir a las sesiones de la Comisión Directiva cuando lo estime conveniente.

d) Convocar a Asamblea ordinaria cuando omitiere hacerlo la Comisión Directiva

e) Solicitar la convocatoria a Asamblea Extraordinaria cuando lo juzgue necesario, poniendo los antecedentes que fundamentan su pedido en conocimiento de las autoridades competentes cuando se negare a acceder a ello la Comisión Directiva.

DE LA DISOLUCIÓN

Artículo 15°.- En caso de disolución, la Asamblea que así lo disponga, designará una comisión liquidadora integrada por tres miembros, a cuyo cargo estará la realización del activo y la cancelación del pasivo; y efectuará la liquidación pertinente, de conformidad a las normas legales vigentes. Cancelado el pasivo, si existiere un remanente, será entregado a una o a varias instituciones de bien público, que tengan personería jurídica y que se encuentren reconocidas por la Dirección General Impositiva como exentas del pago del impuesto a las ganancias, las que deberán ser designadas expresamente por la asamblea que disponga la disolución.-----

REGLAMENTO DE ORGANIZACIÓN DEL CONGRESO ANUAL de FAAPI

MODIFICADO AÑO 2011

www.faapi.org.ar/informacion/congreso-faapi/reglamento/

Capítulo 1. De la organización del Congreso:

ARTICULO 1.1: El Congreso anual de la Federación Argentina de Asociaciones de Profesores de Inglés (FAAPI) será organizado cada año por una Asociación diferente elegida en la Asamblea Anual Ordinaria. La Asamblea decidirá la asociación o asociaciones que organizarán el Congreso Anual con un año y medio de antelación por lo menos y se anunciará en la Reunión informal de FAAPI realizada durante el congreso anual anterior.

1.2: Será posible que dos Asociaciones organicen el congreso anual en conjunto cuando esto esté aprobado por la Comisión Directiva de FAAPI y se acuerden claramente las funciones que tendrá cada una.

1.3: En caso de que no hubiera postulantes al momento de la Asamblea, la CD tendrá la atribución de tratar o de aceptar postulantes.

ARTICULO 2.1: La Asociación Organizadora presentará en la Asamblea Anual Ordinaria, un informe por escrito sobre los aspectos organizativos, académicos y comerciales del Congreso. Asimismo, deberá mantener informada a la Comisión Directiva de FAAPI como mínimo una vez por mes, sobre la marcha de la organización del mismo. Cercano al evento, se solicitará a la Asociación Organizadora el envío de informes por escrito con mayor asiduidad.

2.2: En caso de no recibir informes, la CD de FAAPI enviará un recordatorio a la Asociación Organizadora solicitándolos por escrito.

ARTICULO 3: La Comisión Directiva de FAAPI invitará a un representante de la Asociación organizadora a una de sus reuniones a fin de que informe sobre los trámites que se realicen con respecto al Congreso. Los gastos de traslado y estadía de dicho representante serán sumados a los gastos del Congreso.

ARTICULO 4.1: La Asociación Organizadora enviará, a través de la CD de FAAPI, a todas las Asociaciones Federadas y a toda otra entidad que considere pertinente, es decir: universidades, profesorados, INFODS, un primer informe sobre el Congreso en lo posible antes de finalizar el año anterior al de su realización, seguida de informes periódicos. A su vez, cada Asociación Federada difundirá la información recibida entre sus asociados y organizaciones públicas y privadas de sus respectivas jurisdicciones.

4.2: La Asociación Organizadora informará a FAAPI y a las Asociaciones Federadas acerca del cierre de inscripción cuando el número de inscriptos llegue al tope estipulado de acuerdo con la capacidad de la sede establecida para la realización del congreso para permitir que éstas informen a sus miembros. Asimismo, la asociación organizadora informará a FAAPI acerca del número de inscriptos y deberá arbitrar los medios para evitar inscripciones futuras mediante el cierre del sitio en la página *Web* para tal fin. Solamente se aceptarán inscripciones fuera de término cuando el número predeterminado de acuerdo a la capacidad del lugar no se haya logrado.

ARTICULO 5: Los aranceles serán fijados por la Asociación Organizadora con aprobación de la Comisión Directiva de FAAPI.

ARTÍCULO 6: Los gastos que demande la organización del Congreso estarán a cargo de la Asociación Organizadora, la que podrá solicitar un préstamo a FAAPI para iniciar los convenios y congelar precios que demande la organización del congreso a su cargo. El monto del préstamo será puesto a consideración de la CD de FAAPI.

ARTICULO 7: Dentro de lo posible se procurará que el Congreso se autofinancie. Si hubiere ganancias, éstas serán compartidas entre la Asociación organizadora y la FAAPI en un 60% y 40% respectivamente. Las pérdidas por razones no imputables a la Asociación Organizadora serán absorbidas por la Federación en el caso de que su Comisión Directiva lo considere pertinente. En el caso de que la Asociación no hubiere cumplido con alguno de los requisitos establecidos en este Reglamento, la FAAPI no se hará cargo de las pérdidas y estas serán responsabilidad exclusiva de la Asociación Organizadora.

ARTICULO 8.1: La Asociación Organizadora deberá tramitar el pedido de Declaración de Interés (Reconocimiento) Oficial del Congreso Anual ante el Ministerio de Educación de la Nación y gestionar los auspicios en las jurisdicciones respectivas. Las Asociaciones Federadas harán lo propio en cada jurisdicción.

8.2: La Asociación Organizadora enviará un informe a FAAPI con detalles acerca de qué instituciones gubernamentales, embajadas, etc. fueron contactadas para auspicios. Entre esos detalles figurarán nombres de contactos, montos y formas de auspicio, y toda información que sea de utilidad para la organización de futuros congresos.

ARTICULO 9: La Asociación Organizadora establecerá, en todos y cada uno de los casos, por escrito las condiciones bajo las cuales los disertantes invitados concurrirán al Congreso en lo relativo a honorarios y viáticos. Los demás gastos serán abonados por quienes los efectúen.

ARTICULO 10: La Asociación organizadora contratará profesionales, solicitará auspicios, colaboraciones, subsidios gubernamentales, municipales, de empresas, hospedaje, cartelería, etc. A tal fin solicitará colaboración a la Comisión Directiva de FAAPI o a otras Asociaciones Federadas.

ARTICULO 11: La asociación organizadora deberá arbitrar los medios para controlar que el acceso a las instalaciones o sede del congreso sea exclusivo para personas inscriptas, invitados especiales de FAAPI y/o la asociación organizadora y representantes de organizaciones comerciales o no comerciales participantes.

ARTICULO 12: La Federación estará representada en cada Congreso por su Presidente o por un miembro de la Comisión Directiva que éste designe, estando su inscripción y sus gastos de traslado y estadía incluidos en los gastos del Congreso. Los miembros de la Comisión Directiva de la Federación abonarán el 50% de la inscripción. El alojamiento de miembros de la CD de FAAPI en habitación compartida en hotel tres estrellas y por un máximo de tres noches será considerado gasto del Congreso. El pago total o parcial de los gastos de traslado

terrestre de los miembros de la CD estará a cargo de FAAPI sujeto a la disponibilidad de fondos con que cuente la Federación para cubrir los mismos.

ARTÍCULO 13.1: Para posibilitar la asistencia al Congreso Anual de un miembro de la Comisión Directiva de cada Asociación Federada, o del socio que esta resuelva, se otorgará una inscripción al Congreso, abonada en partes iguales por FAAPI, la Asociación Organizadora y la Asociación federada. El socio favorecido deberá concurrir a la Reunión Informal de Representantes de Asociaciones de FAAPI que se realiza durante el Congreso.

13.2: Cada Asociación Federada deberá enviar a la tesorería de FAAPI, el listado de socios con cuotas al día para acreditar tal condición.

13.3: El tesorero de FAAPI enviará a la Asociación Organizadora la nómina de miembros de cada asociación con su cuota al día antes del 31 de diciembre del año anterior a la realización del Congreso o en su defecto con anterioridad al inicio de las inscripciones tempranas.

ARTICULO 14: Dentro de los 60 (sesenta) días corridos posteriores a la finalización del Congreso, la Asociación organizadora reintegrará el préstamo oportunamente otorgado por FAAPI. Dentro de los 120 (ciento veinte) días hábiles siguientes remitirá a la Comisión Directiva de FAAPI el balance final junto con los comprobantes correspondientes. Asimismo, saldará el porcentaje de ganancias correspondiente al detalle de ingresos y egresos, según Artículo 07.

ARTICULO 15.1: La Asociación Organizadora publicará las Actas del Congreso dentro del año de realizado el mismo según las pautas editoriales acordadas por la CD de FAAPI y deberá remitir las conclusiones del congreso al Ministerio de Educación de la Nación en tiempo y forma.

15.2: La Asociación Organizadora redactará un breve informe sobre el Congreso (3 páginas) en inglés para ser enviado a las asociaciones y subido a la página *Web* de FAAPI.

ARTÍCULO 16: La Asociación Organizadora se comprometerá a enviar copia de todos los procedimientos realizados en la organización del congreso a FAAPI. FAAPI se encargará de remitirlos a la Asociación encargada de realizar el próximo congreso en un tiempo razonable que permita a dicha asociación utilizarlos como base para la organización del próximo Congreso.

ARTICULO 17: La base de datos obtenida en el Congreso Anual de FAAPI será propiedad exclusiva de la Federación y sus Asociaciones y no podrá ser cedida a terceros ni comercializada.

Capítulo 2: De los aspectos académicos

ARTICULO 18.1: Quienes presenten ponencias o coordinen talleres no recibirán honorarios.

18.2: Ponentes socios con cuota al día y membresía mayor de un año abonarán el 50%. En caso de que la ponencia no fuese aceptada por el Comité Académico, deberán pagar el 50% restante.

18.3: Ponentes no socios de asociaciones adheridas a FAAPI abonarán el 100% de la inscripción. En caso de ser varios autores, cada uno abonará el 100%. En el caso de presentaciones de varios autores ponentes, siendo socios, cada uno deberá abonar el 50% de la inscripción.

18.4: Una misma persona puede presentar un máximo de dos ponencias con una sola inscripción.

ARTÍCULO 19: Ninguna presentación de ponentes ausentes sin justificación adecuada será aceptada al año siguiente. La asociación organizadora deberá enviar a FAAPI un listado de ponentes ausentes y esta lista será enviada a la próxima Comisión Organizadora la que no permitirá que dichos ponentes se presenten en el próximo Congreso.

ARTICULO 20: La provisión o no de material impreso y recursos tecnológicos se especificará en la convocatoria para la presentación de ponencias (*Call for Papers*).

ARTICULO 21: El Comité Científico se constituirá exclusivamente con miembros socios de las Asociaciones miembros de FAAPI con como mínimo un año de antigüedad y con sus cuotas al día.

Capítulo 3: De los Aspectos Comerciales

ARTÍCULO 22: Todos los convenios que se realicen con entidades y organizaciones no comerciales deben ser rubricados por el presidente de FAAPI, la Asociación Organizadora y la entidad interviniente.

ARTÍCULO 23: La Asociación Organizadora será responsable de todas las actividades sociales, las que no podrán ser delegadas en representantes de editoriales, exámenes internacionales, agencias de viajes, ni en ninguna otra institución ajena a la FAAPI.

ARTICULO 24: Los espacios comerciales deberán estar claramente diferenciados de los académicos y sociales. Toda rifa, sorteo, etc. se realizará en momentos no coincidentes con el programa académico, estipulados por la Asociación organizadora, la cual deberá establecer por escrito las bases de los mismos. Todos los sorteos requerirán la presencia de un escribano público y serán realizados a puertas cerradas.

Glossary

The institutions included in this glossary can be found under their current institutional name at the time of publication (2002 / 2011). Where applicable, former institutional names (Previously Known As – **PKA**) are included.

AACI – Asociación Argentina de Cultura Inglesa – See Culturas.

APIBA – Asociación de Profesores de Inglés de Buenos Aires.

ASPI – Asociación Salteña de Profesores de Inglés.

Culturas – Global term used to refer to the *Asociaciones del Cultura Inglesa* throughout the country. According to Ingles@info¹⁶⁶, there are 28 institutions that come under CO.B.C.I. (Co-ordinated British Cultural Institutes). Of these, the most widely known is probably AACI (Asociación Argentina de Cultura Inglesa).

E.N.S. en L.V. “J.F.K.” – Escuela Normal Superior en Lenguas Vivas “John. F. Kennedy” – Teacher Training College of the City of Buenos Aires. This institution trains primary school teachers, and teachers and translators of English. At one point it had a unique Bilingual Teacher programme (Spanish-English). From April 2004 **Escuela Normal Superior en Lenguas Vivas “Sofía E. Broquen de Spangenberg”**

E.N.S. en L.V. “S.E.B.S” – Escuela Normal Superior en Lenguas Vivas “Sofía E. Broquen de Spangenberg” **PKA:** E.N.S. en L.V. “J.F.K.”

Educadores Asociados del Río de la Plata – See ESSARP.

ELT News and Views – Newsletter edited and published in Buenos Aires by Martin Eayrs from 1990 to 2000 when it was discontinued.

English Language Journal – Journal edited and published in Buenos Aires by Aldo Blanco from 1970 to 1989 when it was discontinued.

ESSARP – English-Speaking Scholastic Association of the River Plate. Association that brings together English-language bilingual schools in Argentina and Uruguay.

FAAPI – Federación Argentina de Asociaciones de Profesores de Inglés – The Federation was founded in 1971, with the aim of bringing together all the English Teachers’ Associations in Argentina. See section “What was the relationship between APIBA and FAAPI like?”

I.E.S. en L.V. “J.R.F.” – Instituto de Enseñanza Superior en Lenguas Vivas “Juan Ramón Fernández” – Teacher Training College of the City of Buenos Aires. Currently this institution trains both teachers and translators of English, French, Portuguese and German. **PKA:** Instituto Nacional Superior del Profesorado en Lenguas Vivas “Juan Ramón Fernández”; Instituto Nacional de Enseñanza Superior en Lenguas Vivas “Juan Ramón Fernández”.

I.S.P. “J.V.G.” – Instituto Superior del Profesorado “Dr. Joaquín V. González” – Teacher Training College of the City of Buenos Aires. This institution trains teachers in many subjects, of which the following languages: English and Italian. **PKA:** Instituto Nacional Superior del Profesorado “Dr. Joaquín V. González”.

¹⁶⁶ Moyano, G. (2000) Ingles@info. Buenos Aires: FAAPI.

I.S.P. “P.S.” – Instituto Superior del Profesorado “Pbro. Dr. Sáenz” – Teacher Training College based in Lomas de Zamora, Buenos Aires.

I.S.P.T./U.T.N. – Instituto Superior del Profesorado Técnico de la Universidad Tecnológica Nacional – Teacher Training College of the City of Buenos Aires. **PKA:** Instituto Nacional Superior del Profesorado Técnico

ICANA – Instituto Cultural Argentino Norteamericano.

Joaquín – See I.S.P. “J.V.G.”

Joaquín V. González – See I.S.P. “J.V.G.”

KEL Ediciones S.R.L.– Bookshop where APIBA have held its offices since the mid-1980s.

Lenguas – See I.E.S. en L.V. “J.R.F.”

Lenguas Vivas – See I.E.S. en L.V. “J.R.F.”

Lengiüitas – See E.N.S. en L.V. “J.F.K.” / E.N.S. en L.V. “S.E.B.S”

Ley de Educación – See Ley Federal de Educación

Ley Federal de Educación N° 24195/93 – Federal Law of Education passed in 1993 bringing about an educational reform which has, to this date (2002), only been partially adopted by the different jurisdictions (the City of Buenos Aires and the Provinces).

Ley de Educación Superior N° 24521/95 – Higher Education Law passed in 1995 which, in the framework of the Federal Law of Education sets out the principles that are to govern both university and non-university Higher Education in Argentina.

Profesorados – Institutos del Profesorado, also Institutos de Formación Docente. Generic term used to refer to Teacher Training Colleges. Teacher Training Courses usually have a minimum duration of four years, but shorter programmes (5 semesters) have existed to train teachers for primary school level. These courses of studies include subjects that develop linguistic ability and awareness, others that provide cultural background, and yet others that are pedagogically-oriented.

Sáenz – See I.S.P. “P.S.”

SEA – Asociación de Centros de Idiomas. This organisation brings together those organisations known as ‘institutes’ or ‘language schools’ that teach languages within the non-formal education sector. Initially, its members were all institutions that taught English, but in 2001 they incorporated institutions that teach other languages. **PKA:** Schools of English Association.

SIGs – Special Interest Groups – Study Groups set up by APIBA in 2000.

Técnico – See I.S.P.T./U.T.N.

UBA – Universidad de Buenos Aires.

UCA – Pontificia Universidad Católica Argentina – This institution trains both teachers and sworn translators of English.

You and APIBA History

In 2002, shortly before publication of this book, APIBA members were invited to write a short statement answering one, or more, of the following questions.

- Why are you a Member of APIBA?
- Why is APIBA important?
- What APIBA event do you remember?
- What would you like APIBA to do?

APIBA is essential to foster professional development and help teachers build their self-confidence and growth.

Nora Lizenberg

Because it's highly stimulating to keep up with what's going on in teaching - I've just attended the Literature Workshop and I've enjoyed every minute!

Cecilia Corino de Weber

I particularly remember last year's FAAPI conference. I liked it very much. I attended lectures related to methodology and linguistics and I really enjoyed them. Maybe it would have been nice to have more lectures related to this area but perhaps this is because I can't be really objective.

Carolina Fraga

I remember the Scholarship I got in 1995 to Cambridge and then my first APIBA seminar. The previous year I'd been shortlisted but I didn't get it!

Laura Renart

I feel APIBA is the only institution which can defend the rights and interests in this 'save-yourself' jungle!

Alicia Sena

I am a member of APIBA because it keeps me up to date, it gives me a chance to work with colleagues and it reaches all sorts of teachers.

Clem Duran

I really believe that we need to strive hard to foster the development of collegial collaboration of all kinds and APIBA is the ideal forum for this purpose. Its new lease of life had been reinvigorating our teaching efforts. As for events I remember, the debates we held in October 2000 were memorable and so much fun, so many ideas! Keep it up APIBA!

Paula López Cano