45th Anniversary Annual International TESOL France Colloquium 2026: More than a Teacher: 21st Century Skills

FRIDAY 20th November 2026

16.30-21.30	Registration (entrance) / Networking coffee with prizes (Sacre Coeur room)
18.15-19.15	**Session A**
Pigalle	**The Art of Storytelling** Elina Karapetyan There has never been a universal, timeless, and powerful skill that connects, inspires, and influences audiences all at once. This article embarks on the art of storytelling, highlighting the benefits and practical applications. Inspired by the insights from professional storyteller and psychologist Lani Peterson, storytelling stands as both a courageous act of self-expression and an approach for impacting others. Using the personal narrative “Seven Minutes Between Madrid and Yerevan,” the article demonstrates the KISS (Keep It Short and Simple) storytelling model in practice, targeted to both those who want to acquire the skill and those who want to polish it. (AL, SPEAK)
Bastille	**From Research to Practice: ESP activities for STEM** Melanie van den Hoven What can research on workplace communication in high-risk industries teach ESP practitioners? This interactive workshop presents findings from three co-authored studies of communication in a multilingual nuclear power plant where English serves as the working language. Designed for ESP teachers, the session includes three practical activities focused on safety communication and the accurate exchange of technical information. Participants will engage in a troubleshooting exercise, explore the Phonetic Alphabet as a Human Performance Tool for maintaining clarity in high-stakes environments, and practice Three-Way Communication, a structured technique for confirming and verifying instructions. Attendees will gain insights applicable to ESP teaching contexts. (ESP, IntC)
Butte Chaumont	**The Teacher in the Age of AI: Identity & Capital** Alla Tantsura Generative AI is reshaping language teaching, introducing new tools, expectations, and uncertainties. But what does it do to teacher identity? Drawing on recent research applying Darvin's Identity-Ideology-Capital framework to AI-mediated assessment, this session invites teachers to examine how AI redistributes professional capital in our field. Participants will explore concrete classroom scenarios, identify their own shifting roles — from instructor to mediator — and leave with practical strategies for integrating AI without losing the embodied expertise that defines great teaching. (TTD, CFT)
La Sorbonne	**The Question Ladder: Speaking Without Fear** Lusine Issayan Speaking anxiety prevents many EFL learners from communicating freely. The Question Ladder is a structured speaking technique in which each prompt retains all previously produced elements and adds one new piece building spoken responses rung by rung. Based on Krashen's Affective Filter Hypothesis and Vygotsky's ZPD, it lowers anxiety through cumulative structure. This session presents the technique, demonstrates it live, and offers ready-to-use ladder sets for immediate classroom use. (SPEAK, YAL)
Paris	**We Need to Move It, Move It!** Barbara Seeber Learners need to move! Overactive, withdrawn, or disengaged? Beyond words, their behaviour signals learning needs, challenges, and readiness. Drawing on evolution and neuroscience, this session presents movement as both an interpretive lens and a powerful intervention, highlighting targeted movement as integral to learning and teaching. Participants will explore and gain practical, hands-on strategies to support regulation, restore readiness, and respond confidently to diverse learner needs. (YAL, CMgmt)

Marais	**Scared to Speak: Turning Gen Z Anxiety Into an Advantage** Eldad Cohen Gen Z students arrive in our classrooms increasingly anxious, phone-dependent, and reluctant to speak. Research links this to reduced face-to-face interaction and a generation raised on curated, low-risk digital communication. But what if student discomfort isn't the problem — it's the solution? This session presents a practical framework for using productive challenges — impromptu speaking tasks, structured debates, and high-stakes presentations — to systematically build speaking confidence. Drawing on current research into Gen Z anxiety and classroom resilience, participants will leave with concrete, immediately applicable techniques that transform the most reluctant speakers into engaged, adaptable communicators. (HE, SPEAK)
19.25-20.50 Plenary	**Foreign Language Teaching Enjoyment among University Teachers: A Mixed-Methods Exploratory Study** Opening Plenary Dr.Tariq Elyas Friday Colloquium Opening Welcome (with EF administrator) Sacre Coeur + overflow
	Positive psychology has generated growing interest in the role of positive emotions in language education, yet research has focused predominantly on learners and, more recently, on language teachers in European and Asian contexts. Foreign Language Teaching Enjoyment (FLTE), conceptualized as teachers' positive emotional experience arising from meaningful engagement with teaching, students, and professional relationships, remains comparatively underexplored in Arab and African higher education. The study extends FLTE research into an underrepresented Arab educational context and highlights teaching enjoyment as a relational, personal, and contextually situated dimension of language-teacher wellbeing. It concludes by considering implications for teacher development, institutional support, and positive psychology in language education.
20.50-22.00	Apéro Dinatoire (lounge/ Sacre Coeur)

AL: Adult Learners
BE: Business English
CFT: Current & Future Technologies in the Classroom
CMgmt: Classroom Management
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SATURDAY 21st November 2026

8.30-16.30	Registration opens at 8.30
9.00-9.30	Early bird coffee and tea (Networking activity) Sacre Coeur
9.30-10.45 Plenary	Plenary Dr. Minh Hue Nguyen **Reclaiming the Human Core in the Expansion of Skill Sets: Frameworks and Strategies**
	In an era characterised by rapid technological shifts and evolving educational landscapes, language teacher learning must transcend the mere accumulation of professional knowledge and skills. In this keynote, Minh Hue Nguyen invites delegates to reimagine professional learning as a process of ontological becoming, a continuous journey where the human core remains central to skills expansion. Building upon traditional foundations, this talk presents a forward-looking vision of teacher learning as an active, human-centered engagement with modern educational challenges and affordances. It will introduce contemporary frameworks for cultivating lifelong professional growth and offer practical strategies for educators navigating complex global classrooms. By addressing systemic challenges and highlighting key implications for language teacher education, this session outlines a transformative path forward, one that honours the human element at the heart of language teaching.

10.50-11.50	**Session B**
Pigalle	**Roles and Identity: A Humanistic Approach** Csilla Jaray-Benn (Pilgrims) In this interactive talk we will first reflect on the multidimensional skill-set, entailing multiple roles that educators need today to ensure sustainable learning. We will look at the nature of learning from sociocultural, psychological and linguistic perspectives, then compare AI-induced learning with learning facilitated by a teacher. Our points will be supported by concrete teaching examples both from the speaker and the audience. The main question we will try to answer is how to facilitate learning in a humanistic way while adapting to the new reality of the current AI paradigm shift. (TTD, CFT)
Bastille	**Whose English Counts? Decolonial Approaches to ELT** Carlos Daniel Caballero Barragan This interactive session explores how native-speaker norms and colonial language ideologies continue to shape English language teaching materials, classroom practices, and perceptions of linguistic legitimacy. Through collaborative activities, participants will critically examine biased ELT tasks and redesign them using more inclusive, multilingual, and Global Englishes-informed approaches. The session encourages reflection on how teachers can foster equitable learning spaces while addressing linguistic diversity in contemporary classrooms. Participants will leave with practical strategies to challenge deficit perspectives and integrate decolonial practices into materials design, classroom interaction, and assessment across diverse ELT contexts. (MLGL, TTD)

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Butte Chaumont	**AI with Integrity:Rethinking Learning & Assessment** Celestina Cardoz (ETS Global) The rapid proliferation of artificial intelligence in learning and educational measurement presents both transformative opportunities and complex ethical challenges for educators. This presentation introduces the ETS Research report "Responsible AI for Measurement and Learning: Principles and Practices". This framework is designed to help educators navigate AI with confidence and clarity. ETS proposes a principled framework for educators to integrate in their classrooms and institutions, encompassing fairness and bias mitigation, privacy and security, transparency, explainability, accountability, educational impact and integrity, and continuous improvement. (TECH, CFT)
La Sorbonne	**Developing Global Skills with Young Children** Carol Read Global skills are critical to young children's educational success and long-term future. But how can we incorporate them into our teaching in a meaningful and age-appropriate way? In this workshop, we will explore what global skills are and discuss a pedagogical framework for developing them in class. The main focus will be on practical ideas and activities to implement the framework through storytelling. The session will include an example of one of the presenter's own stories. (PRIM, TTD)
Paris	**The Art of Everyday Curiosity and Creativity** Marta Rosińska Curiosity and creativity are not extras—they are everyday teaching tools. This highly practical session explores verbal, visual, and conceptual curiosity and creativity to engage language learners, deepen communication, and spark meaningful interaction, fostering imagination at the same time. Participants will leave with adaptable classroom activities, fresh ideas, and ready-to-use strategies for immediate impact. (YAL, AL)
Marais	**Liberating Speech & Creativity with Multimodals** Cristiana Dias, Cameron Wilson Monotonous student speakers, disengaged audience members scrolling on their phones...another oral presentation bites the dust. Passionate teachers are challenged daily with the harsh reality that is teaching to a disconnected audience. This session will highlight how language educators at a French engineering university implemented a multimodal project with students preparing to study abroad. Spectators will unlock how multimodal assignments can be used to boost speaker and audience engagement. (HE, IntC)

11.55-12.55	**Session C**
Pigalle	**Strengthening CLIL practice in schools** Solene Burtz (British Council) How can we balance disciplinary and language learning in the CLIL classroom, and what strategies best foster communication and interaction? This session invites participants to reflect on their CLIL practices, whether they already teach in a CLIL context or are considering doing so. Drawing on insights from an international workshop organised by British Council and France Education international that brought together teachers, school leaders, academics and policy makers across the world, it offers key recommendations for strengthening CLIL implementation at primary and secondary levels. (MLGL, TTD)
Bastille	**Great Grammar —Now Make Us Laugh** Sarah Panfil This talk will discuss the implementation and success of a course at the intersection of comedy and technology. The course focused on comedy in the Anglophone world, particularly “alternative” American comedic traditions and their evolution through digital platforms. Students learned to analyze comedic content and later develop their own, from stand-up to sketch comedy to comedic video creations. Bringing comedy into the classroom allows students to develop critical and creative communication skills in English, all while laughing along. (HUM, SPEAK)
Butte Chaumont	**AI and Freire: Critical Pedagogy in Digital ELT** Julia Aliverti, Jeffrey Doonan Is the AI era the end of the teacher-as-mentor? Drawing on Paulo Freire’s Letters to Those Who Dare Teach, this session argues that critical pedagogy is the essential antidote to AI-driven standardization. Discover how to transform AI from a "banking" tool into a catalyst for dialogue, critical thinking, and social justice in the ELT classroom. (TTD, CFT)
La Sorbonne	**Inclusion and the Learning Environment** Ben Goldstein Inclusive practice is about creating the right atmosphere and building a sense of trust and belonging in class. Students will feel more themselves and be more engaged if they feel valued within a safe space. This workshop will offer tips for designing that space with your students by encouraging peer learning, developing empathy and building community. It promotes a holistic approach to inclusion which follows a person-led rather than a label-led methodology. (TTD, CMgmt)
Paris	**Designing for Learning Variability from Day One** Esther Vázquez Oubiña (TESOL Spain) Learners bring diverse ways of thinking, participating, and responding. This workshop explores how flexible teaching and proactive planning can support all learners from the start. Drawing on Universal Design for Learning and neuroscience, it shows how designing for accessibility early reduces later adaptations. Educators are encouraged to anticipate variation in engagement, processing, and expression, creating inclusive learning from the beginning. (Mlev)
Marais	**Redefining Identity as a Freelance English Teacher** Laura Edwards Freelance language teachers often struggle to answer a seemingly simple question: "What do you do?" Working outside institutional structures can create a unique professional identity challenge, affecting how teachers position and present themselves professionally. This challenge is systemic, not personal. Drawing on doctoral research and real practitioner voices, this session introduces permanent liminality as a framework for understanding that instability, and explores how developing a strategic approach to professional positioning can transform uncertainty into confidence. Participants use research-derived tools to explore their own identity and leave with practical strategies for defining and presenting themselves more deliberately and confidently. (TTD, Wcond)

13.00-14.00	LUNCH

14.00-15.00	**Session D**
Pigalle	**Mini-Books in the Primary EFL Classroom** Lauren Hamilton Sáez Making mini-books is a hands-on literacy activity rooted in the book arts. Through a task-based process, learners first construct a book and then create its content. This supports both spoken and written English development. Low-budget and no-tech, mini-books are engaging for learners and accessible for teachers. In this practical workshop, participants will try simple book-making techniques and creative writing activities for the primary EFL classroom. (PRIM, WRIT)
Bastille	**We Need to Talk about Accent** Mark Hancock Language teachers need to know about accent, particularly in relation to listening and pronunciation, otherwise, we depend too heavily on models which reinforce a standard language ideology and native-speakerism. Modern ELT requires more tolerance of accent variation. Teachers need to be able to help learners understand different Englishes, and know which features of their own speech help or hinder their intelligibility in a global context. In this presentation, we will look at raising awareness, not of single accents, but of features which vary across accents in general. (PRON, LIST)
Butte Chaumont	**The AI–Orality Gap in Work-Study Learners** Tze Ching (Joanna) Audam This presentation examines how AI supported writing tools influence speaking confidence among French work study students with limited English exposure. Survey data show strong correlations among AI writing behaviours but weak links between AI use and oral performance. Interviews confirm that students rely on AI for writing but feel anxious in spontaneous speaking situations. The session offers practical strategies to increase oral practice and support learners who depend on AI for written tasks. (ESP, CFT)
Paris	**More Than a Teacher? Expanding ELT Roles** Kashmir Kaur Today's language educators do far more than teach language. They navigate tensions around multilingualism, student voice, institutional expectations and linguistic legitimacy. Drawing on research with international English for Academic Purposes (EAP) practitioners, this interactive session explores the expanding role and skill set of language educators as mediators, advocates and reflective practitioners. Through collaborative activities, classroom dilemmas and discussion, participants will reflect on their own contexts and leave with practical strategies to support voice, belonging and greater awareness of language and power in higher education and beyond. (HE, TTD)
Marais	**TESOL Live Teaching Grammar Through Story** Jamie Keddie, Debra West We don't use stories to teach grammar – we teach grammar to tell stories. But in language classrooms all over the world, grammar is presented as an end in itself – taught using dusty invented examples and gap-fills to be completed and instantly forgotten. In this practical session, we will drill down to the grammar that drives narrative, from urban legends to stories from the internet. You will take away story-based activities – particularly suitable for teenagers and adults – that make grammar stick. (GV)

15.15-16.25	**AGM**: All members are encouraged to attend: Come and meet the TESOL France team in person! (Sacre Coeur)
16.25-16.50	45th Anniversary Celebration Coffee Break/ Poster Session/ Exhibitor's Stands (Sacre Coeur)

16.55-17.55	**Session E**
Pigalle	**What Students Don't Want Us to Know** Jeremy Levin This hands-on workshop shows how students cheat today using AI and other tools, then provides clear guidelines and classroom practices to try to prevent it. Through live demonstrations of cheating tools, participants leave equipped to redesign assessments and set expectations that reduce cheating risks. (TECH, TEST)
Bastille	**Non-Standard Grammar - or Just Plain Wrong?** Jon Hird Non-standard grammar is a loose but very useful term for those forms and usages that are considered technically incorrect, but which are so commonplace that we perhaps need to consider them as an acceptable alternative – or not. This interactive and practical session explores a few such examples and considers how describing a form or usage as non-standard can be a tidy and concise way of explaining something that otherwise might be messy, vague and incomplete. It is a notion that learners tend to be happy to embrace. (GV, TTD)
Butte Chaumont	**What Will You Do When AI Does "Almost" Everything?** Ridha Mejri AI is already in our classrooms from translating, tutoring to grading around the clock. So what is left for us to do? This session confronts that question through the Three C's: Change, Choice and Chance. Through honest comparison of AI's strengths against irreducibly human capabilities: inspiration, empathy, authentic connection, participants will explore four practical actions for staying relevant: redefining what we teach, collaborating with AI, redesigning assessment and investing in AI literacy. The conclusion is clear: the future of English teaching is not about competing with machines. It is about becoming more powerfully human. (TECH, BE)
La Sorbonne	**Making IELTS Writing Assessment Classroom Easy** Sarah Philpot This workshop is for IELTS teachers who wish to improve their ability to assess their students IELTS Academic Writing Task 1 reports. Working in small groups, participants will firstly transform the statements in the band descriptors into yes/no questions, and then simplify the language in the descriptors to provide an easy and quicker way to assess students' work not only for the teacher, but also for peer- and self-assessment. Participants will leave the workshop with easy-to-use checklists for bands 5, 6 and 7. (TEST, WRIT)

Paris	**Coaching-Style Needs Analysis to Transform One-to-One Teaching and Learning** Elena Kozhevnikova Needs analysis is often treated as a one-time procedure completed before a course begins. This practical session presents a coaching-style approach that transforms needs analysis from a one-time event into an ongoing learner-centred process supporting personalised learning throughout the course. Participants will explore a framework combining a pre-course questionnaire, a coaching-based diagnostic conversation, and continuous reflection to strengthen learner autonomy, maintain motivation, and align learning with learners' evolving goals. Drawing on authentic classroom cases, the session demonstrates how this approach helps teachers design more personalised, motivating, and effective one-to-one learning experiences. (AL, ESP)
Marais	**AI with Integrity for Curious Educators** Alex Lojo Curious about AI but unsure where to start? This beginner-friendly session reframes generative AI as a tool for pedagogical empowerment rather than a replacement for educator intuition. Through shared learning, we will explore practical frameworks for Business English content creation that prioritize ethical use and intentionality over automation. Move from being overwhelmed to clarity with grounded strategies that simplify your workflow, allowing you to embrace innovation without compromising your professional integrity. (BE, TTD)

18.00-19.00 Plenary	Special Plenary Session with Anna Rosling Rönnlund and prize draw (Sacre Coeur)
20.00-	Gala Dinner

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SUNDAY 22nd November 2026

9.00-	Registration opens at 9.00, Networking Coffee and Tea (Lounge)

9.30-10.00	**Special Sessions: 30 min instructionals/pop-up sessions**
Pigalle	**Building Leadership** - Dr. Ngan Phan Le Hai *Leader? Who, Me? Decide what you'll lead next. Plan your first step.* No title needed. In 30 minutes, you'll spot leadership in what you already do, choose one thing you'd like to lead and leave with a four-week plan card for your first step.
Bastille	**How to submit a winning conference proposal** - Ros Wright You've seen a conference you're interested in – maybe the 2027 TESOL France Colloquium – and you've decided you'd like to present. But as the deadline to submit proposals looms, you start to panic about what to write. In this session, we'll look at the process for submitting a conference proposal, how they are evaluated and some tips on convincing the conference committee that yours is worth accepting.
Butte Chaumont	**How to do Social media, Set up a LinkedIn Page** - Meriem Gueche A 30-minute interactive workshop on how TESOL France has been trying to strengthen its social media presence on different platforms. I could start by presenting our platforms and the numbers. I also plan to get the participants involved in groups where they analyze posts, create posts, and pitch them. I will end by trying to connect this to this year's theme: many of us teachers are also content creators (lessons, activities, but also social media content).
La Sorbonne	**Special Interest Groups** - Pauline Bera For the past year, ELEC (Enseigner les Langues en Ecole de Commerce) has been meeting every few months to discuss topics connected to our roles as Language Teachers in French Business Schools. We've grown to include members from close to 15 different institutions, coming together to discuss current issues like changes in student profiles, how to use AI intentionally, how to weather changes in standardized tests, building resilient curricula, e-Learning platforms, framing the new academic year, and balancing multi-faceted roles. We'd like to take this opportunity to meet colleagues from similar teaching contexts, to gauge potential interest in becoming a special interest group.
Paris	**Meet the TT Editor** - Suzanne Barron-Hauwaert Would you like to contribute to the Teaching Times, but don't know where to start? Do you have an idea for an article but need some feedback? Do you have an eye for detail or creative layout skills? Come and meet the Editor and members of the Teaching Times Team for an informal workshop session on what we do. There will be information on the seven different types of articles we publish and practical tips to help you.
Marais	**TESOL France Partners: About IATEFL, TESOL Int'l** - Debra West Come and learn about what TESOL France partners can do for you.
Châtelet	**All About Regions** - Yvonne Chappell, Dianne Chen Come find out about the Strasbourg and Bordeaux regional events and meet-ups.

10.00-11.00	Session F
Pigalle	**Already in the Classroom: The ABCD Framework** Dr. Ngan Phan Le Hai What if the most powerful teaching resources are already in your classroom? This workshop introduces the Asset-Based Community Development (ABCD) framework: a strengths-first approach that begins with what learners bring rather than what they lack. Originally rooted in community leadership, ABCD reframes classroom dynamics by foregrounding student skills, experiences, and interests as the foundation for meaningful learning. Participants will engage in a resource-light activity modelling this shift, reflect on the process, and explore practical strategies for integrating student strengths into lesson design. Suitable for all contexts and levels, this session offers an inclusive, sustainable alternative to content-first teaching. (TTD, ESP)
Bastille	**Rewiring Engagement with Narrative- Driven PBL** Maria Kulakovskaia Traditional engagement fails when it lacks cognitive purpose. Drawing on our school's practical experience, I present Narrative-Driven Problem-Based Learning to align language tasks with the developing mind. This session explores how age-specific "narrative spices" ,from compassion to intellectual subversion, transform lessons into cohesive journeys. Participants will leave with a detailed plan for implementing PBL in their own classrooms, gaining a proven 60/40 hybrid syllabus framework to confidently merge exam rigour with student imagination. (PRIM, YAL)
Butte Chaumont	**The Use Offline AI in L2 Writing Development** Hannah Leonard This study explores the potential of AWE powered by offline LLMs for L2 writing development. Unlike online LLMS like ChatGPT, Claude, or Gemini, offline LLM-based AWE offers better data privacy, significantly reduced environmental impact, and eliminate the need for a stable internet connection. The paper examines how such tools can support learner autonomy and equitable access in L2 writing contexts, highlighting implications for pedagogy and future research. (TECH, WRIT)
La Sorbonne	**Using American Game Shows to Teach Collocations** Lindsei Pereira da Silva This workshop will demonstrate how American game show episodes, such as America Says and Chain Reaction, can help students learn English collocations in a culturally responsive way. Sample activities focusing on appropriate and culturally relevant use of collocations will be presented, and attendees will “experience” these practical, engaging, and easily adaptable activities. Additionally, attendees will be able to compare them with their own practices and consider potential variations based on their own teaching contexts. (GV, IntC)
Paris	**Magazine Covers in the English Classroom** Urszula Majdańska Wachowicz In this interactive session, inspired by my latest research book—a contrastive genre-based analysis of music reviews (Majdańska-Wachowicz 2024)—I will present hands-on activities that demonstrate practical applications of research findings on print media discourse. The main goal of the workshop is to show how magazine covers can enhance both speaking and creative writing skills. The session will integrate language and life skills, grounded in positive education principles. The workshop will be delivered as a step-by-step full-length lesson. (YAL)
Marais	**Maximizing Minimal Text: Flash Fiction for All Levels** Mark Bayhurst Discover how flash fiction can transform mixed-ability classrooms. This interactive session demonstrates practical techniques to leverage micro-texts for language acquisition. Teachers will learn to design engaging tasks that boost reading, writing, and critical thinking skills without overwhelming learners. Perfect for all ELT contexts. (AL, FrL)

11.10-12.10	Session G
Pigalle	**Quality x Equality: The Taboo of Peer Observation** Nancy Mitchell, Edenir Silveira Ponciano Jr. Peer observation is widely promoted as a cornerstone of professional development, enabling reflective practitioners to share feedback, exchange insights, and enhance teaching and learning quality. Yet beneath this commitment to quality lies a persistent tension: the challenge of maintaining equality among peers. Being observed can provoke anxiety, while observation practices may inadvertently reinforce hierarchies, constrain professional autonomy, and undermine trust. This session uses a theatrical debate format to explore the often-unspoken taboo surrounding peer observation, examining how institutions can balance quality enhancement with collegial equality and create observation cultures that are developmental rather than evaluative. (TTD, Wcond)
Bastille	**Take Language Learning Beyond the Classroom with Location- Based Games** Donald Richardson Do you want to boost motivation among your learners by taking language learning beyond the classroom? In this interactive workshop, we will explore practical ways of using location-based games, ranging from immersive narrative role-plays to augmented reality (AR) missions. During these games, learners navigate their local area, campus, or school grounds, capturing their experiences and collaborating through video creation. We will try selected activities from the games introduced during the session before discussing recent research into how physical spaces influence student communication. Participants will leave with ideas for their own teaching and an invitation to collaborate on an international research project. (TECH, CFT)
Butte Chaumont	**Friction: From AI Shortcuts to Real Practice** Pauline Bera The tech ecosystem our students are immersed in is designed to be frictionless - an expectation that carries into their use of generative AI. In this session, I share how I tried to meet them there and discovered I needed to build 'friction' back into my teaching instead. Using a classroom-tested pitch lesson and a custom-developed AI tutor, PitchPal, I show how simple constraints (English only, draft first, AI later) changed student behavior from outsourcing to genuinely preparing a pitch. Participants will experience a short AI task, and leave with a concrete lesson sequence to adapt to their classrooms. (TECH, HE)
La Sorbonne	**Jokes, Rhythm, and Clear Speech: A New Approach** Adriana Bocu Pronunciation teaching in TESOL contexts has often prioritised accuracy and native-speaker models, sometimes at the expense of intelligibility and learners' confidence. This session introduces a practical, learner-centred approach that uses humour, rhythm, and simple performance techniques to support clearer, more confident spoken English. Using accessible examples such as "dad jokes", participants will explore how humour can highlight key pronunciation features, including stress, rhythm, connected speech, and word boundaries. The session will demonstrate how techniques such as choral repetition, guided noticing, rhythmic chanting, and punchline timing can make pronunciation practice more engaging, memorable, and less intimidating for learners and promote inclusivity. (PRON, TTD)
Paris	**Ordering the Chaos** Damian Corcoran In an increasingly fractured and individualistic world where polarisation of extremes is the new norm, how do we manage what happens in our classrooms and how do we control what our learners learn. Should we even try to control learning outcomes but rather create thriving, evolving learning resource hubs that learners can mine as they wish. (YAL, CMgmt)
Marais	**Beyond Methodology: EQ as a Core Teaching Skill** Maria Sologub This workshop explores Emotional Intelligence (EQ) as a core teaching skill for 21st-century language educators. Combining practical classroom strategies with insights from neuroscience, it shows how emotionally intelligent teaching can support learner engagement, emotional regulation, and more effective learning. Through real classroom scenarios and interactive tasks, participants explore ways to help learners recognise and manage emotions while building more responsive, supportive, emotionally aware classrooms. Participants will leave with practical tools for handling emotionally challenging classroom situations. (TTD, HUM)

12.15-13.30	LUNCH, Posters, Exhibitor's Stands and Networking (Sacre Coeur, Lounge)

13.30-14.30	**Session H**
Pigalle	**Beyond Templates: Learner Voice in Test Prep** Anna Poghosyan Learner-centered approaches such as Dogme ELT emphasize learners' experiences, emergent language, and authentic classroom interaction. Yet test preparation often relies on templates, model answers, and score-oriented strategies that may shape how learners express themselves. This classroom action research study explores how TOEFL preparation can support performance while preserving learner voice and identity. Drawing on classroom observations, learner interviews, and samples of speaking and writing responses, the presentation examines how learners negotiate structure, accuracy, and authentic self-expression. The session offers practical strategies for helping learners perform effectively without losing ownership of their language. (MLGL, TEST)
Butte Chaumont	**Digital Resources for Intelligibility & Englishes** Ignacio Gonzalez In an increasingly globalized world, English language education must embrace accent and dialect diversity. This practical workshop explores how modern, freely accessible technologies can help educators integrate English as an International Language (EIL) into their classrooms. Participants will engage in hands-on demonstrations using digital resources like Luvvoice, Natural Reader, BoldVoice, and YouTube to customize pronunciation materials that prioritize intelligibility over traditional native models. By the end of the workshop, attendees will gain actionable insights to champion linguistic diversity, reconsider traditional accent models, and design inclusive materials for their specific teaching contexts. (PRON, MAT)
La Sorbonne	**Engaging Young ESL Learners** Blessing Mangwanya, Danai Muswazi Young learners learn best when lessons are active, engaging, and meaningful. This session explores practical classroom techniques used in ESL classrooms to increase participation, confidence, and language development among young learners. Participants will discover strategies including games, Total Physical Response , visual support, classroom routines, and interactive activities that encourage communication and reduce learner anxiety. The session focuses on adaptable ideas that teachers can immediately apply in different teaching contexts. (PRIM, TTD)
Paris	**Small Prep, Big Impact: Preparing Extra Materials** Patrycja Pikala Do you use a coursebook but feel it doesn't provide enough extension or differentiation? This practical session is for teachers who want more from their materials without spending hours preparing. Through concrete examples from real units, you'll see how to create quick activities for early finishers and mixed-level classes. The session also shows how AI can help adapt and simplify materials efficiently, with ready-to-use ideas for immediate classroom use. (MAT, CFT)

14.40-15.50 Plenary	Closing Plenary Dr. Joan Shin: **Navigating Bias in the Era of New Media and AI (Sacre Coeur + overflow)**
	In today's dynamic, multimodal world, teaching English extends beyond language skills—it's about empowering students with media literacy and other future-ready skills to thrive in real-world communication. The rise of generative AI amplifies this need. What are some useful frameworks and practical strategies for successful media literacy instruction in our English language lessons? This session will advance your thinking about media literacy education and provide strategies for developing lessons using real-world media, including AI generated media, as engaging content.
16.00-16.30	Closing/ Scholarship Award (Sacre Coeur)

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MAT: Materials Design, Development & Publishing
Mlev: Multilevel Classroom
MLGL: Multilingualism & Multiliteracies
PRON: Pronunciation & Intonation
PRIM: Primary School Learners
READ: Reading Skills
REFL: Reflective Practices
SPEAK: Speaking Skills
TECH: Technology in the Classroom
TEST: Language Testing & Assessment
TTD: Teacher, Training & Development
Wcond: Working Conditions
WRIT: Writing Skills
YAL: Young Adult Learners
YL: Young Learners