45TH ANNUAL INTERNATIONAL TESOL FRANCE COLLOQUIUM

POSTER PRESENTATIONS

20-22 NOVEMBER, 2026 . PARIS

Making Leadership Visible with Digital Portfolios



Tran Duong

Leadership development is difficult to assess through one final product because it involves self-awareness, collaboration, ethical judgement, and growth over time. This poster presents a digital portfolio model for making leadership learning visible through five evidence zones: self-awareness, theory connection, leadership in action, ethical decision-making, and future growth. A sample task and assessment checklist are included.

Business Email Writing Tasks in the AI Age



Hue Nguyen

Generative AI can draft polished complaint emails, but it cannot guarantee appropriate tone, specific evidence, or responsible request-making. This poster presents a 5R model – role, relationship, risk, revision, and reflection – for redesigning Business Communication email tasks, using the case of a customer charged for an unwanted warranty service. The poster also includes an assessment checklist that teachers can adapt for other workplace writing tasks.

Making CLIL Work in Lower-Secondary Classrooms



Thuy Phuong Lan Nguyen

This presentation discusses how soft CLIL can be applied in Vietnamese lower-secondary English classrooms. Using a sample lesson from the textbook, it shows how teachers can redesign a reading lesson on flora and fauna through the 4Cs framework, scaffolding, visual input, guided tasks, and simple output. It suggests that CLIL works best when it is small-scale, local, scaffolded, and task-based.

AI: A Writing Tool for Scaffolding and Analysis



Dr. Faith Litchock-Morellato

This poster is geared towards those instructing in a higher education setting. It illustrates the use of Artificial Intelligence (AI) for scaffolding and analysis in the multi-lingual/ELT Freshman writing classroom to bolster and synthesize learning in an ethical way. Strategies to implement in various writing assignments to foster engagement and success in the classroom will be garnered.

Scenario-Based Learning in ICC Classrooms



Hang Thi Thu Nguyen

This study explores the use of scenario-based learning in an undergraduate intercultural communication (ICC) course at a Vietnamese university. During the course, students collaboratively explored various ICC concepts and theories before participating in group discussions of teacher-generated intercultural scenarios that aimed to challenge common cultural stereotypes. Data included student reflective writings and interviews. The study found that students developed a more critical understanding of ICC concepts and moved beyond stereotypical cultural explanations by considering contextual, interpersonal, and individual factors when interpreting intercultural encounters. The study highlights the potential of scenario-based learning to promote nuanced approaches to ICC education.

Developing IC through Counter Experiences

Thanh Thi Mai Do & Luan Nguyen

This poster offers an alternative approach to teaching intercultural communication in Vietnamese language classrooms through "counter intercultural experiences" that disrupt students' automatic cultural assumptions and stereotypes. Using critical incidents, guided discussion, and reflexive activities, students engage with contradictions to develop transformative learning and intercultural competence. Findings show that counter experiences challenge simplistic cultural models and foster deeper understanding beyond theoretical definitions alone.

Posters will be presented in the *Sacre Coeur* room on

Saturday 21 Nov at 16:25-16:50

and

Sunday 22 Nov at 12:45-13:15

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