



Association pour la Recherche en Didactique
et Acquisition de l'anglais (ARDA)

TeachLEng

Sorbonne Nouvelle, Paris

Teaching and Learning English as a Foreign Language in Educational Settings

26, 27 & 28 JUNE 2024

Day 1 - Wednesday 26 June		panel 1	panel 2	panel 3	panel 4
8:45	Welcome				
9:15	Conference opening				
9:45	Keynote presentation	Jean-Paul Narcy-Combes A transdisciplinary approach to our field of research , lecture room BR03			
10:15	Break 30'				
		Epistemology, B102	Form-focused instruction, B104	Teaching methods and digital tools, B105	Plurilingualism-Multilingualism, B106
10:45	Session 1	Claire Tardieu Évolution des objets d'étude en didactique de l'anglais en France dans le premier quart du XXI ^e siècle? / Evolution of the objects of study in the didactics of English in France in the first quarter of the 21 st century.	Kate Brantley He, she, s/he, or they?: The perceptions of third-year undergraduate students in Culture and Media of gender-inclusive language	George Wilson British Council France - Artificial Intelligence and English Language Teaching: Preparing for the Future	Ingrid Jasor Moving from didactic intervention to a narrative storytelling approach in ESL/EFL research: using Guadeloupe and Innu communities in Quebec as direct inspirations for methodology conceptualization and implementation.
11:15		Ricardo Roemhild, Anika Marxl Discourse, Participation, and Language Education - (Re-)considering the primary goal of English language education	Angela Meyer Sterzik Intercultural Rhetoric and Critical Reading-to-Write for the English Academy	Lucas Baeyens Application of intralingual dubbing activities in the pronunciation of problematic voiced postalveolar affricate /dʒ/ for Spanish EFL students.	Jia Li A case study in a unique ESL context: Primary considerations in developing an academic language intervention for Indigenous students in a remote First Nation community
11:45		Joséphine Rémon Should research in EFL give proof of progress in language learning?	Kevin Iglesias-Diéguéz, María Martínez-Adrián The effects of planned form-focused instruction on the acquisition of the possessive determiners his/her and its interaction with language-analytic ability in young learners	Heather E. Hilton, Heather Dyche Using an imitation task and PHON software to study primary school English learners' phonological learning	Chiara Facciani, Valentina Carbonara Multilingual pedagogies in teaching English as a Foreign Language: practices and teachers' beliefs in superdiverse schools
12:15		Cédric Sarré Place de l'approche didactique dans l'ESP (English for Specific Purpose) et l'ASP (anglais de spécialité) : l'ASP, un ESP à la française ?	Marisa Filgueras Gómez, Yiyi Lopez Gandara Attention to diversity in Southern Spain: teacher perceptions and challenges in bilingual programs	Ji-young Shin Assessment for and as learning: Learning formulaic sequences for instructional oral presentation through curriculum-embedded, technology-mediated elicited imitation.	Zhaozhe Wang A Translingual Approach to Teaching Second Language Writing
12:45	Lunch				

		panel 1	panel 2	panel 3	panel 4
14:15	Keynote presentation	Richard Smith Re-viewing histories of language teaching: a foundation for present practice, lecture room BR03			
		Task-based teaching, B102	Grammar, B104	Digital mediation, B105	Pedagogical tools, B106
15:15	Session 2	Farahnaz Faez, Parvaneh Tavakoli What Makes a Task Difficult? Reconceptualizing Task Complexity Using Teacher Perceptions	Marie-Pierre Maechling Remembrance of things past – Getting grammatical forms to stick, long-term	Fidel Çakmak Harnessing the Power of Artificial Intelligence in English Didactics: A New Paradigm for Language Learning	Paula Wood Borque Films and series as pedagogical tools for the Secondary Education EFL classroom
15:45		Hanae Ait Hattani The Effectiveness of Project-Based Learning on Increasing EFL Tertiary Learners Critical Thinking Skills	Youssef Mezrigui Teaching spelling in EFL/ESL contexts together with language skills through passages from short stories adopting a holistic approach	Céline Meyran Martinez, Nathalie Spanghero-Gaillard, Gilles Devreux Les processus métacognitifs dans l'apprentissage des langues étrangères médiés par les outils de la réalité virtuelle	M. Angeles Escobar A mobile app for written production competence in English for professional purposes.
16:15	Break (30')				
		Phonology, B102	Oral skills, B104	International English, B105	ESP, B106
16:45	Session 3	Aimee Johansen Helping learners better understand unfamiliar accents: Methodological challenges in testing pedagogical techniques	Marie-Ange Dat What fluency in English as a second language in middle school in France? A comparison of two systems with 11- and 12-year-old learners	Irena Vodopija-Krstanović Teaching English in English-medium instruction (EMI): Perhaps, or perhaps not?	Diana Yankova, Andrei Andreev Teaching English for non-native law students: developing reading skills
17:15		Victoria O-callaghan, Anne Przewozny-Desriaux, Julie Lemarié The intelligibility of French-accented speech in an academic context: an experimental method with implications for pronunciation teaching.	Jemerson Eugenio, Gennelyn Raymundo Language Functions in ESL Classrooms: Basis for the Enhancement of English Conversational Skills of Junior High School Students	Julia Reckermann Global Englishes Language Teaching – How Primary Schools Can Serve as Role Models for a Re-Oriented	Aude Labetoulle, Evgueniya Lyu, Sophie Belan English for specific purposes didactics in France: research objects, methodologies and theoretical frameworks
18:30	Cocktail				



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Day 2 - Thursday 27 June		panel 1	panel 2	panel 3	panel 4	panel 5
9:00	Keynote presentation	Maria Luisa Perez Cañado - Looking back to move forward: A research-based wishlist for the future of bilingual education, lecture room BR03				
		Higher education, B102	Teaching in primary school, B104	Mediation, B105	Certification, B106	
10:00	Session 4	Cédric Brudermann Enjeux implicites afférents au modèle organisationnel du secteur Lansad et implications didactiques : une proposition d'analyse	Pauline Beaupoil, Agathe Nguyen Teaching English as a second language in primary school in France: a comparison between kindergarten and fifth grade teaching practices.	Ciara Wigham, Begoña Clavel Arroitia, Barry Pennock Speck The role of coaching in telecollaborative exchanges for the teaching of foreign languages and intercultural competence: In-service teachers' experiences within an Erasmus+ project	Jean-François Brouttier Évaluation et certification en anglais LANSAD : quel questionnement didactique ?	
10:30		Véronique Hespert Digital Literacy Profile of English teachers of Higher Education : a holistic approach based on the TPKD model by Berthiaume and Bachy	Anne Schrader, Karen Glaser Teaching literacy systematically to young beginning L2 English learners – a longitudinal study into the effectiveness of phonics-informed instruction	Lily Schofield The concept of mediation: bridging the gap between research objects in English didactics	Annick Rivens Mompean, Laurent Rouveyrol Numérisation de la certification Cles : impact et questionnement didactique	
11:00	Break (30')					
		Visual literacy, B102	Teacher training, B104	Blended learning, B105	Teacher training, B106	
11:30	Session 5		Shaun Nolan, Anna Wärnsby Comparing Trajectories for the Support of Research Literacy Development in Pre- and In-service English Teacher Education in the Nordic-Baltic Region	Frédérique Freund Blended Collaborative Writing in English for Specific Purposes: learners' practices and L2 learning potential	Karen Bermúdez, Verónica García-Castro specific English didactics, EFL teachers, working memory, continuous professional development	
12:00		Heather Dyche - Visual Speech and the creation of vocabulary teaching aids for young French speaking learners of English	Eva Kartchava, Hossein Nassaji Views of the research-pedagogy link among in-service second language teachers	Lyndon Higgs Stimulating undergraduate students' self-regulation in a flipped classroom, blended learning environment.	Sara Isabel Rendón Romero, Yiyi López Gándara Critical language teacher education: An analysis of trainee English language teachers' disenfranchising experiences as speakers of English in the world	
12:30		Shaun Nolan Visual Thinking Strategies and the use of images as a language learning tool	Sabrina Srey Analysis of a cooperative engineering work: from epistemic work to the implementation of a teaching unit based on a children's novel in a secondary school English class	Esther Nieto Moreno de Diezmas Hybridization of CLIL and collaborative online international learning (COIL) in initial English teacher education: implementation and results.	Sabrina Priego, Meei-Ling Liaw EFL teacher agency in virtual reality environments	

13:00	Lunch					
		panel 1	panel 2	panel 3	panel 4	panel 5
14:30	Keynote presentation	Patrice Baldwin - Process Drama for Second Language Teaching and Learning, lecture room BR03				
		Empowering students, B102	Early learning, B104	Autonomy and gaming, B105	Teacher training, B106	Orality B107
15:30	Session 6	Muriel Conan Analyser les besoins culturels des étudiants pour leur permettre de co-agir au sein de communautés spécialisées anglophones	Àngels Llanes Learning vocabulary, grammar and pronunciation from children's graded readers	Carmenne Kalyaniwala, Eglantine Guély-Costa Learner autonomy and digital gaming: A systematic review	Marie-Claire Lemarchand Chauvin Enseigner/apprendre l'anglais en s'appuyant sur les langues de la maison	Naouel Zoghلامي, Muriel Grosbois Developing multimodal competence in oral presentations: a pilot action research in an English for Professional Purposes course
16:00		Sanae El Wahabi Mangas and Theater: Artistic Educational Tools to Revolutionize English Learning!	Agurtzane Azkarai, Asier Calzada Engagement with language in Primary Education: a longitudinal overview in an EFL classroom	Coralie Payre-Ficout, Virginie Zampa Un escape game sur la comparaison des langues	Slavka Pogranova Integrated language didactics in English textbooks? Implications for the Didactics of English and the initial training of primary school teachers in French-speaking Switzerland	Heidi-Tuulia Eklund «I thought drama was not for me» - Experiences of drama techniques in teaching languages in Finland
16:30	Break (30')					
		Teacher reflexive practice, B102	Innovative and inclusive practices, B104	Autonomy and self-directed learning, B105	Teacher training, B106	EFL in France, B107
17:00	Session 7	Irene Alonso David Lasagabaster Why do you feel anxious? Teachers' perspectives on learners' FL anxiety episodes in EFL and CLIL	Coralie Payre-Ficout, Marie-Pierre Jouannaud, Emilie Magnat, Mathieu Loiseau Un jeu pour la compréhension orale en anglais des élèves de primaire : résultats observés, auto-évaluations et pratiques des joueurs	Paulina Lehmkuhl Beyond the Classroom: Exploring Factors Influencing Secondary School Students' Usage of EFL Apps for Self-Directed Lexical Training	Ana Laura Vega Umana Teacher identity studies in ESP and EAP contexts	Claire Chaplier, Marie-Pierre Maeschling <i>ARDAA Think Tanks</i> Research on EFL teaching and learning in France
17:30		Iulia Pittman Reflective Practices to Mitigate Unpredictability in Teaching	Ramiro Duran-Martinez Inclusive Practices in Primary Bilingual (English-Spanish) Programs in Spain: Teachers' and Students' Perception	Justine Paris Ismael Ramos Ruiz Gabriel Thiberge Assessing an English Remediation Course Designed to Promote Linguistic and Language-Learning Autonomy	Borja Manzano-Vázquez The role of reflection and pedagogical inquiry in pre-service English teachers' professional development towards autonomy and learner-centredness	Pascale Manoïlov, Marie-Fries, Edouard Tardieu, Irène Bordin How far does language assessment need to go to meet employers' needs?
19:45	Conference dinner : Restaurant «Au Port du Salut» 163 Rue Saint Jacques 75005 Paris.					



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**CONFERENCE
PROGRAM**

Day 3 - Friday 28 June		panel 1	panel 2	panel 3	panel 4	panel 5
9:00	Keynote presentation	Luke Plonsky Study quality as an intellectual and ethical imperative: A proposed framework for the language sciences, lecture room BR03				
		Teacher training, B102	CLIL, B104	English for Specific Purposes, B105	Teaching Resources, B106	Language centers, B107
10.00	Session 8	Vincent Euvrard What are the specificities of teaching English as a Second Language didactics to primary school trainee teachers and how can we train them to become reflexive practitioners?	Giulia De Sarlo, Marisa Filgueras Gómez When the going gets tough: bilingualism through CLIL in an Andalusian Compensatory Education Centre	Antonella Giacosa, Stefania Cicillini Data-driven insights into IGCSE teaching experiences. A case study	Alicia Martínez-Flor, Julia Baron Incorporating pragmatics in EFL educational settings: audiovisual resources and tasks	RANACLES Workshop
10.30		June Ruivivar, Esther E. Enns Pedagogical Materials to Develop Reflective Teachers in an International Context	Anna Marsol, Alexandra Vraciu Using Systematic Observation To Gauge Teacher Input Quality on CLIL: Evidence from a Longitudinal Study in Catalan Primary Education	Joan Wan-Ting Huang Navigating Contradictions in Taiwanese Nurses' Clinical English use: An Activity Theory Perspective	Goretti Faya Ornia, María Pascual Cabrerizo, Andrés Ruth María Outdoor learning as a teaching resource in Higher Education	RANACLES Workshop
11.00						
11.30	Round Table	Muriel Grosbois, Heather Hilton, Laurent Rouveyrol, Sabina Schaffner, Claire Tardieu ; Chair: Cédric Bruder mann, lecture room BR03				
13.00	Lunch					



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CONFERENCE
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Luxembourg

Parfumerie & Institut
Parfumerie
Marionnaud

Au Port du Salut

Panthéon

Cardinal Lemoine

Rue Clovis

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s Mines

Hôtel les Jardins
du Luxembourg
Les mieux notés

Arènes de Lutèce

Place
Emmanuel
Levinas

Musée Curie

Centre Culturel Irlandais

Rue Gay-Lussac

Rue Lhomond

Place Monge

enri Barbusse



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