

## TeachLEng 2027

### Teaching and Learning English: Challenges and Perspectives

In a rapidly changing educational and socio-professional landscape that is oriented towards improving economic productivity and the internationalisation of individual trajectories, English language teaching and learning is being called upon to evolve and redefine itself (OECD, 2024; Wozniak, 2024). Anticipated changes affect all contexts, from primary to higher education, including vocational training and lifelong learning, and therefore raise questions about the role that research in teaching and learning of English can play in anticipating, informing, and supporting these shifts.

Building on the first edition of the conference held in 2024 and in celebration of ARDAA's 25th anniversary, this second international gathering aims to further the collective discussion on the unique characteristics of the field. Particular attention will be paid to contemporary challenges and the dynamics that are currently reshaping its research topics, the theoretical frameworks and methodological procedures it employs, and the teaching practices and pedagogical approaches it inspires. Of particular interest are the contemporary challenges and dynamics that are currently reshaping research topics, theoretical and methodological frameworks employed, teaching practices, and pedagogical settings within the scope of teaching and learning English.

Issues include the growing integration of digital technologies such as tools derived from corpus linguistics (Boulton & Vyatkina, 2024), virtual and augmented reality (Privas-Bréauté, 2024; Pegrum & Lan, 2023; Taguchi, 2023; Ciekanski et al., 2020), machine translation tools (Bourdais, 2025; Nassau et al., 2022), and, more recently, Generative Artificial Intelligence (GenAI) for English language teaching and learning (Yibokou et al., 2025; Zhu & Wang, 2025; Al-khresheh, 2024).

Other challenges include the internationalisation of educational programmes and training programs (Brudermann, 2025; Dalton-Puffer, 2011; Goris et al., 2019; Marsh, 2002), the development of theoretical frameworks grounded in a variety of contributing disciplines (Germain, 2017; Hilton, 2022; Sarré & Whyte, 2016), the increased diversity of learner profiles, needs, and educational trajectories (Alm & Watanabe, 2024; Zoghliami & Grosbois, 2022; Toffoli, 2020; Lowie & Verspoor, 2019), as well as issues related to their empowerment, which led to a special issue of the journal *Researching and Teaching Languages* following the first ARDAA international conference in 2024 (Paris, Schug & Perrot, 2025). These developments call for a rethinking of the relationships between research, education, practical experience, and the professional world, as well as the respective roles of the various stakeholders involved—learners, teachers, trainers, researchers, and institutional decision-makers, as well as those in the socio-economic sphere.

Papers may address these developments by exploring the following themes and guiding questions, including but not limited to:

### **Strand 1: The Role of English, transformations in curricula and educational aims and purposes**

This strand is particularly open to papers on changes in English teaching materials, objectives, and methods across various educational contexts.

1. What role does English language teaching play in educational programmes for elementary, secondary, and higher education? What attributes should be taken into account and what challenges must be tackled when designing and implementing appropriate programmes?
2. What English is being taught and learned in institutional settings today?
3. What knowledge and skills should be prioritised (and) for whom (what population)? What methods or approaches can be used to develop them?
4. What are the effects of the increased use of hybrid and distance learning programmes?
5. How can we better meet the needs of English learners with diverse profiles? What teaching practices foster learner engagement and take their individual learning pathways into account?

### **Strand 2: Digital technologies and the restructuring of learning and roles**

This strand is particularly open to papers examining the impact of technological developments on the teaching and learning of English and on the roles of different actors

1. What are the effects of technological innovations on learning?
2. How do these innovations redefine the roles of teachers and learners?
3. Is it still necessary to teach English as an additional/foreign language in the era of GenAI? How is GenAI transforming learning objectives, content, target skills, and training programmes?
4. What perceptions of IAG do the various stakeholders in English language education have?? How can its potential for English teaching and learning be put into practice?
5. What challenges does the rise of GenAI pose for the assessment of knowledge and skills? Should we rethink assessment methods in this context?
6. As competency frameworks and policy guidelines are slow to emerge, how can the pedagogical use of GenAI be supported?

### **Strand 3: Internationalisation and professionalisation**

This strand is particularly open to papers devoted to the dynamics of the internationalisation and professionalisation of educational programs and their impact on the teaching and learning of English.

1. Given that the education sector is undergoing a process of internationalisation without explicit language policies, what role is assigned to English and other languages?
2. What (new) forms—e.g., virtual exchanges, integrated approaches, Content and Language Integrated Learning (CLIL) — of internationalising learning should be considered? How are developments related to the internationalisation of educational programmes transforming pedagogical practices?
3. What types of assessment should be considered for these internationalised programmes? What are the potential effects on teachers and learners? What support can be offered to them?
4. What role does English language teaching and learning play in vocational educational programmes?
5. How can we ensure that educational programmes truly meet the needs of the socio-professional world, and how can we measure their contributions? What approaches should be taken to design programmes? Which skills should be prioritised, and what measures should be put in place to develop them?

### **Strand 4: Teacher education**

This strand is particularly open to papers on the initial and continuous education of English teachers, their professional development, and changes in their profession.

1. What are the current challenges (e.g., accessibility and inclusion) in the initial and continuing education of English teachers, as well as in their professional development? What is the profile of the 21st-century English teacher? What variation exists across geographical contexts?
2. How can research be operationalised in teacher education and English teaching? How do researchers, teachers and trainers collaborate?
3. How can we equip English teachers to cope with changes in their profession? What provisions and support schemes should be offered to them?
4. What are the new skills that English teachers are required to develop in line with technological, societal, and educational changes?
5. How do emotional, relational, and identity-related factors influence the professional development of English teachers? What role should well-being, a

sense of self-efficacy, agentivity, and reflective practices play in initial and continuing teacher education?

### **Strand 5: Epistemology of English language teaching**

This axis is particularly open to research aimed at mapping out the epistemological contours of English language teaching within specific regional, national or supranational contexts.

1. What are the ecosystems within which the teaching of English develops? What are the obstacles?
2. What theoretical frameworks are employed, and what are the dominant perspectives in research on the teaching and learning of English? What disciplines do these frameworks come from? How do they help shape the pedagogy of English? Are there any frameworks specific to this field?
3. What methods and what methodological tools are employed?
4. What are the research topics, and what are the blind spots in research? How can these be identified?

The aim of this second edition of the TeachLEng 2027 conference is twofold: bring together all those involved in the development of English language pedagogy teaching and expand the discussion to include European and international dynamics from an ecological perspective. The aim is to foster dialogue across different contexts and communities of practice to anticipate potential future changes and collectively identify the scientific, pedagogical and professional challenges our field will face in the years to come.

**Please submit anonymised abstracts of 300 words (excluding bibliographical references) by October 18 2026.**

The preferred language for submission and presentation is English. Abstracts in French are acceptable but must be accompanied by an English slideshow to facilitate participation by international colleagues.

In order to continue the exchanges and consolidate the discussions held during the conference, a collection of selected papers is planned for publication after the conference.

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