

# CONFERENCE PROGRAMME



Australian Society for French Studies  
33rd Annual Conference

- French Studies Matters -  
- Les Études françaises en question(s) -

Muloobinba  
University of Newcastle  
and  
Wallumattagal Campus  
Macquarie University

9-12 December 2025



**ASFS**  
Australian Society for French Studies

  
**AMBASSADE  
DE FRANCE  
EN AUSTRALIE**  
*Liberté  
Égalité  
Fraternité*



**MACQUARIE**  
University  
SYDNEY · AUSTRALIA

**UNIVERSITY OF  
NEWCASTLE**  
AUSTRALIA



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# GETTING AROUND



UON Interactive Map



<https://www.newcastle.edu.au/campus-life/newcastle/newcastle-city/map>



MQ Interactive Map



<https://www.mq.edu.au/about/locations/maps>

# PROGRAMME DU JOUR (Online Conference)

Mardi 9/12

## Panels Session 1

Translation and Identity

French Studies Across Borders

Annette Mitchell; Rujeeluck Seelakate; Ana Belén Soto

Gustavo Ruiz da Silva; Prof Jaromír kadlec; Ruth Kitchen

90 mins

90 mins

## Panels Session 2

Future of French and Francophone Studies

French Literature and Landscape Poetics

Flavien Falantin; Marie-Line Brunet; Jennifer Misran

Meriem Belkhous; Majda Meftahi; Carl Cornell

90 mins

90 mins

## Panels Session 3

Rethinking French Language Teaching

Linda Barabara Foote; Yathreb Grira;  
Pooja Booluck-Miller

90 mins

# PROGRAMME DU JOUR (Postgraduate Day – UON NUspace)

Mardi 9/12

13:30

**CV Advice and Micro Mentoring – Session 1**  
Gemma King; Andrew McGregor; Jacqueline Dutton  
*Booking required*  
X205 – 45 mins

*These micro-mentoring sessions are open to postgraduate, early career and precarious members of the ASFS who are seeking guidance on their skills and portfolio.*

*Please write to the Postgraduate Officer ([b.kearney@uq.edu.au](mailto:b.kearney@uq.edu.au)) to book in for a session with a mentor of your choice. You can either send your CV in advance or bring a printed copy to the session. This will allow your mentor to suggest ways of seeking opportunities to build your profile further depending on your personal goals – be they goals for academia, industry, or anything else.*

14:30

**CV Advice and Micro Mentoring – Session 2**  
Gemma King; Andrew McGregor; Jacqueline Dutton  
*Booking required*  
X205 – 45 mins

15:15

**Welcome to Postgraduate Day Events**

X205 – 15 mins

15:30

**Striking Balance: Thriving in Your PhD and Beyond**  
Sally Hunt

X205 – 15 mins

15:45

**On Balance:  
How Do Our PhD Activities Fit in with Everything Else?**  
Amy Hubbell; Clara Sitbon; Antonia Wimbush;  
Sally Hunt  
X205 – 45 mins

# PROGRAMME DU JOUR (Postgraduate Day – UON NUspace)

Mardi 9/12

16:30

## Afternoon Tea

15 mins

16:45

## All About Mentorship

Gemma King; Leslie Barnes; Andrew McGregor;  
Beth Kearney

X205 – 45 mins

# PROGRAMME DU JOUR (Day 1 – UON NUspace)

Mercredi 10/12

## **Registration from 08:00 (Second floor foyer)**

Acknowledgement of Country

Introduction to ASFS 2025

Alistair Rolls, Marie-Laure Vuaille-Barcan and ASFS President Gemma King

Welcome to UON

Prof Kate Nash, Head of School, Humanities, Creative Industries and Social Science

X205 – 30 mins

09:00

**Keynote** – Chair: Alex Kurmann

A/Prof Leslie Barnes

X205 – 60 mins

[More info](#)

09:30

**Morning tea**

30 mins

10:30

**Session 1 Interdisciplinary Studies**

Chair: Alex Kurmann

**Translation/C19**

Alistair Rolls

**Feminism 1**

Beth Kearney

Jacqueline Dutton; Joëlle Vitiello

Bertrand Bourgeois;  
Valentina Gosetti; Paul Gibbard

Beth Kearney; Sophie Tallis; Frances Egan

X202 – 90 mins

[More info](#)

X204 – 90 mins

[More info](#)

X205 – 90 mins

[More info](#)

11:00

**Lunch (catered)**

60 mins

12:30

# PROGRAMME DU JOUR (Day 1 – UON NUspace)

Mercredi 10/12

## Session 2

Chair:

## Theatre

Alex Kurmann

## Translation 2

Marie-Laure Vuaille-Barcan

## Feminism 2

Beth Kearney

13:30

Hannah Doyle; Claire Le Blond

Greg Asquith; Therese Morris;  
Alistair Rolls and Clara Sitbon

Charlotte Mackay; Antonia Wimbush;  
Josephine Goldman

X202 – 90 mins

[More info](#)

X204 – 90 mins

[More info](#)

X205 – 90 mins

[More info](#)

15:00

**Afternoon tea**

30 mins

15:30

**ASFS AGM**

X205 – 90 mins

17:00

**Drinks**

Celebration of Jarrod Hayes;

Book launch

X803 – 90 mins

19:00

**Dinner**

Foghorn Brewery

218 King Street, Newcastle

# PROGRAMME DU JOUR (Day 2 – UON NUspace)

Jeudi 11/12

09:15

**Keynote** – Chair: Alistair Rolls  
Dr Elizabeth Rechniewski

X205 – 60 mins

[More info](#)

10:15

**Short pause**

15 mins

**Session 1 Francophone Literature 1**  
Chair: Tess Do

**Survival of French Studies**  
Marie-Laure Vuaille-Barcan

**Mentoring**  
Gemma King

10:30

Amy Hubbell; Alex Kurmann; Charles  
Forsdick

Gala Patenkovic; Joëlle Vitiello;  
Peter Cowley and Barbara Hanna

Gemma King; Leslie Barnes;  
Beth Kearney; Andrew McGregor

X202 – 90 mins

[More info](#)

X204 – 90 mins

[More info](#)

X205 – 90 mins

[More info](#)

12:00

**Lunch (catered)**

60 mins

# PROGRAMME DU JOUR (Day 2 – UON NUspace)

Jeudi 11/12

## Session 2 Francophone Literature 2

Chair: Alex Kurmann

## FLE IA/Numérique

Marie-Laure Vuaille-Barcan

## Film

Alistair Rolls

13:00

Tess Do; Katherine Hammitt;  
Akhilesh Kumar

X202 – 120 mins

[More info](#)

Nguyen Thi Kim Thanh;  
Tran Thi Quynh Trang; Youri Buyle;  
Sragdhra Sharmer

X204 – 120 mins

[More info](#)

Xinyu Guan; Joe Hardwick; Ivan Cerecina;  
Will Visconti

X205 – 120 mins

[More info](#)

15:00

Afternoon tea

30 mins

## Session 3

Chair:

## French Teaching Innovation

Marie-Laure Vuaille-Barcan

## French Media

Alistair Rolls

15:30

Hoai Anh Tran; Hugues Peters;  
Nguyen Thi Kim Thanh

X204 – 90 mins

[More info](#)

Sonia Wilson; Cherrie Prosser; Yuri dos  
Anjos

X205 – 90 mins

[More info](#)

# PROGRAMME DU JOUR (Day 3 – MQ Wallumattagal Campus)

Vendredi 12/12

08:00

**Shuttle departs from UON**

120 mins

10:00

**Morning Tea**

30 mins

10:30

**Acknowledgement of Country  
Welcome to MQ**

Alex Kurmann

C122 Function Centre – 15 mins

10:45

**Invited Presentations** – Chair: Marie-Laure  
Vuaille-Barcan  
**Carolyn Stott and Mark Tutton**

C122 Function Centre – 90 mins

*Nous avons le regret d'annoncer l'annulation de la présentation du Professeur Émérite Pierre Martinez de l'Université Paris-8, pour raisons de santé. Nous remercions chaleureusement Carolyn Stott et Mark Tutton d'avoir accepté de partager leurs expériences et réflexions sur l'IA. L'édition mise à jour du livre de Pierre Martinez La Didactique des langues étrangères (Que sais-je?, 2025) sera disponible auprès de Jillian d'INTEXT.*

[More info](#)

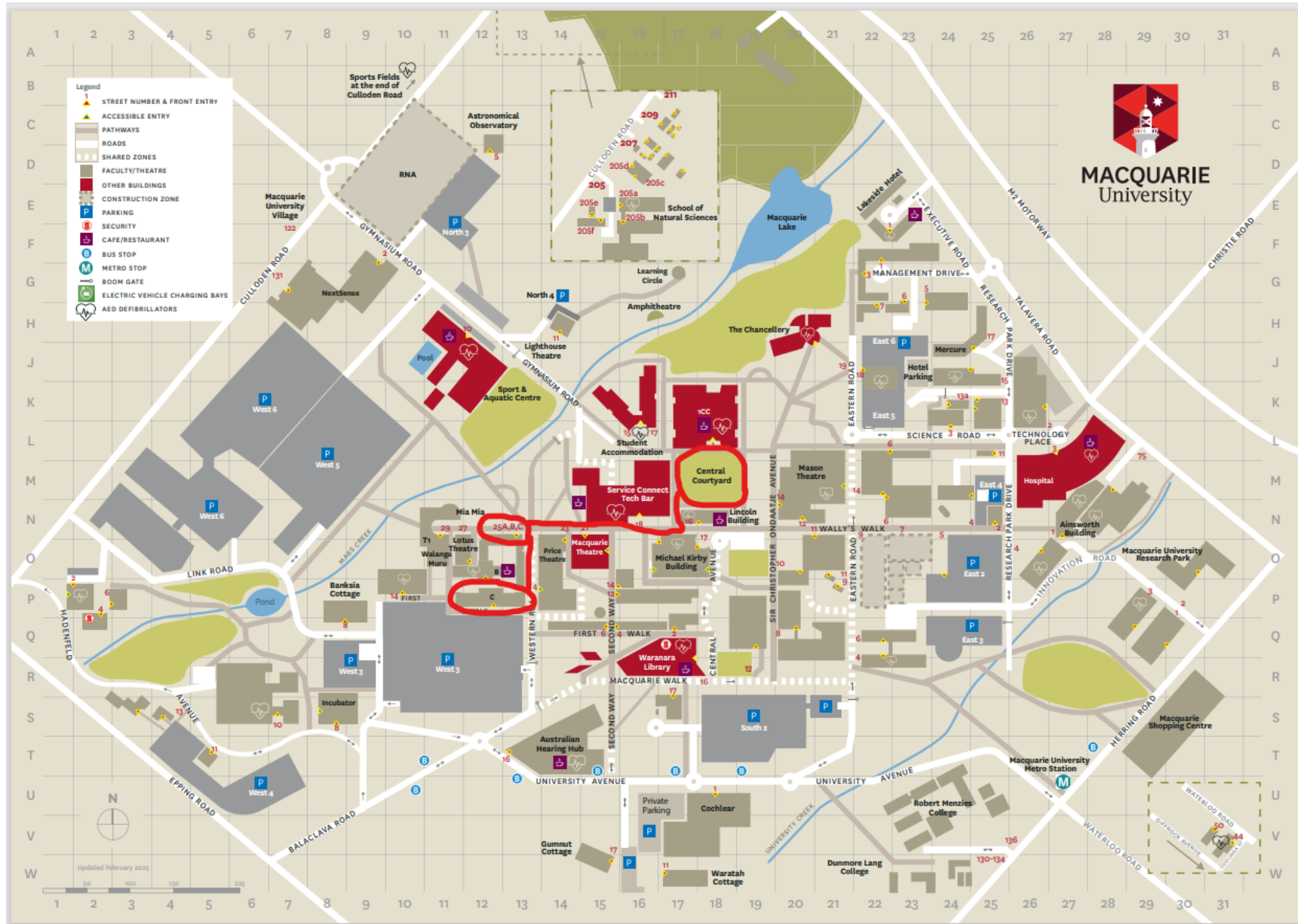
12:15

**Lunch**

Not catered

Central Courtyard – 60 mins

# Getting Back to the Conference



# PROGRAMME DU JOUR (Day 3 – MQ Wallumattagal Campus)

Vendredi 12/12

**Table Ronde IA** – Chair: Clara Sitbon  
Barbara Hanna;  
Harini Kalansuriya; Hugues Peters;  
Clara Sitbon;  
Marie-Laure Vuaille-Barcan  
C122 Function Centre – 90 mins

[More info](#)

**Closing Remarks**

15 mins

**Close of Conference**

## A/Prof Leslie Barnes

Leslie Barnes is an Associate Professor of French Studies at the Australian National University and a specialist in Southeast Asian literature and cinema, with a focus on Cambodia and Vietnam. She is the author of *Vietnam and the Colonial Condition of French Literature* (Nebraska, 2014) and *Sex Work in Southeast Asia: Scenes of Ambivalence in Literature and Film* (Edinburgh, 2025). She also co-edited *The Cinema of Rithy Panh: Everything Has a Soul* (Rutgers, 2021) and is founder and convenor of the *Asie du Sud Est Research Network*, a small group of international scholars working on textual representations of 'l'Indochine française,' the contemporary nation-states of Cambodia, Laos and Vietnam and their diasporas. Her current project is a collaborative, co-authored oral history of the Bophana Audiovisual Resource Center in Phnom Penh.

## Why Ambivalence Matters: Houellebecq in Southeast Asia

What can fiction tell us about the sex industry that other discursive representations cannot? And why would it matter? To answer these questions, I turn to Michel Houellebecq's controversial legitimization of sex tourism in *Plateforme* (2001). The novel's provocation, I suggest, is less in its apparent apology for sex tourism than in its unflinching – and frequently unbearable – expression of the industry's uneven power dynamics. The reality of sex tourism, like that of sex work more generally, is marked by the proximity of truth and fiction, victim and perpetrator, power and powerlessness. And it is here that the interest of Houellebecq's account, which simultaneously condones and condemns sex tourism while inviting and destabilizing a reading of its author as internal to these dynamics, is clear. Just as it is difficult to fully attribute the novel's misogyny and racism to the author himself, the dramatization of (post)empire and economic power through the lens of gender and sexuality offers no clear platform from which to judge sex workers or their clients. Instead, the reality Houellebecq offers is deeply, and I argue, productively compromised; whether he intends it or not, whether we can consider his aim to be the defence of commercial sex in low-income countries, the violent denunciation of the industry and its proponents, or neither, the novel confronts readers with the myopia of both moralizing condemnations and neoliberal validations.

## **Dr Elizabeth Rechniewski**

Dr Elizabeth Rechniewski (chevalier des palmes académiques, ONM) is Honorary Senior Lecturer at the University of Sydney in the School of Languages and Cultures. She is co-chair of the Research Committee of the Institute for the Study of French–Australian Relations (ISFAR) and on the Editorial/Advisory Boards of *E-réa*; *French Australian Review*; *War Memories*; *Postcolonial Cultures*. She has a long-standing research interest in nation-building and the political uses of the national past (CI ARC 2004–2006 ‘Communications and National Identity in Early Modern France’) and has published widely on remembrance of twentieth century war in Australia, France and New Caledonia and on the role of Indigenous soldiers. CI ARC project ‘Seeking Meaning, Seeking Justice in a Post-Cold War World’ (2013–2016) with a focus on the impact of Cold War ideology on decolonisation in the French empire (with Judith Keene, Brill 2018). Currently member of the ‘Democratic Alliances in the Indo-Pacific’ network based at UAM, researching tensions between France and Australia over control of the South Pacific in the late 19th–20th century, the Anglo-French condominium in Vanuatu and democracy in the new nations of the Pacific.

## **Reconciling Tradition and Democracy in the Pacific Islands: The Case of the Missing Women**

During the campaigns for greater autonomy or independence across the Pacific Islands from the 1960s, women including Déwé Gorodé and Suzanne Ounei in New Caledonia, and Grace Mera Molisa and Hilda Lini in Vanuatu, played an important role, through their activism, their political writings, and through their exploration in prose and poetry of the legacy of colonisation, the dilemmas of the present struggle and their hopes for the future. Drawing on their exposition of the challenges inherent in the transition to forms of modern democratic governance, the presentation explores the legacy of colonisation and missionisation on the interpretations given to custom and their impact on the political role and status of women today, with a particular focus on Vanuatu and New Caledonia. Finally, it foregrounds the contemporary activism of the local and regional women’s organisations and the interventions— benign, well-intentioned or self-serving — of major Pacific actors: France, Australia and China and international organisations.

# Session 1 – Interdisciplinary Studies (Day 1 | 11:00 – 12:30)

Mercredi 10/12 – X202

## **Prof Jacqueline Dutton, University of Melbourne**

Jacqueline Dutton is Professor of French Studies at the University of Melbourne. She has published widely on contemporary French literature, food, wine, travel writing and utopia. Recent books include *Wine, Terroir, Utopia: Making New Worlds* – ed. with PJ Howland (2020) and the *Routledge Handbook of Wine and Culture (OIV Prize)* – ed. with S Charters et al. (2022). She is Founding Director of The Pinot Noir Project [www.thepinotnoirproject.org](http://www.thepinotnoirproject.org)

## **Understanding Terroir: Wine Culture in French Studies**

For the past 15 years, I have been teaching and researching on wine culture in French Studies. It is an area that has attracted a few significant French Studies scholars, such as Marion Demossier (University of Southampton) and Joseph Bohling (Portland State University), and several colleagues have written about wine in passing but not in depth. Although knowledge of French language and culture is practically essential for studying French history or French politics, it is not considered as indispensable to wine culture scholars – especially in the United States, Australia and New Zealand.

In this paper, I would like to explore the advantages and disadvantages of bringing a French Studies lens to wine culture research and teaching. Through an analysis of culturally laden concepts such as “terroir” in my own and others’ writings, I will attempt to trace the tendencies that distinguish our approaches. From historical to semiotic, marketing to sociological, economic to literary, academic research on terroir in wine culture presents a very diverse range of possibilities and perspectives. In the end, the distinctions may be less linked to our linguistic or cultural knowledge, more linked to our own understanding of terroir, our personal experience of a sense of place.

*Interdisciplinary studies continued on next page*

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# Session 1 – Interdisciplinary Studies (Day 1 | 11:00 – 12:30)

Mercredit 10/12 – X202

## Prof Joëlle Vitiello, Macalester College

Joëlle Vitiello is Professor of French and Francophone Studies at Macalester College, USA. She co-edited two books (on Caribbean literature and a special issue of WIF). She has published many articles in professional journals and chapters in collectives on Haitian literature and culture among others.

## Les carrefours des études françaises

Les départements d'études françaises s'adaptent depuis longtemps aux contextes sociologiques différents qui conditionnent leur existence. D'un enseignement portant sur le canon de la littérature française il y a encore une trentaine d'années, les enseignants ont fait entrer les études culturelles, féministes, de genre, de cinéma, de francophonie et ont redéfini le canon dans leur discipline. Les générations d'étudiant.e.s changent et les nouvelles générations de chercheur.e.s font aussi apparaître de nouveaux champs d'études et élargissent les champs existants. Les études françaises sont devenues de plus en plus inter-, pluri- et transdisciplinaires et intersectionnels. Les thèmes remplacent de plus en plus les périodes et la géographie, et leur transversalité permet d'aborder des sujets tels les études environnementales et les humanités bleues, les héritages francophones dans une perspective décoloniale, voire le français des professions entre autres. Les cours de contenus sont enseignés dès les premiers cours de langue. Aucun de ces thèmes n'est déconnecté de la littérature, des arts visuels ou de l'histoire. La créativité et les alliances avec d'autres départements permettent aux études françaises de demeurer pertinentes et d'avant-garde. Cette présentation fait le point sur les stratégies et tactiques de résilience des études françaises et francophones.

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## A/Prof Bertrand Bourgeois, University of Melbourne

Convenor of French Studies in the School of Languages and Linguistics at the University of Melbourne. Research interests: 19th and 20th Century French Literature and Visual Culture. Latest monograph *Petits poèmes à voir* (Hermann, 2020) deals with the relationship between prose poetry and visual arts from 1848 to 1945.

### **Still-life matters: donner vie à la nature morte dans la poésie française des XIXe et XXe siècles**

Cette communication s'interroge sur la pertinence de la notion picturale de nature morte pour rendre compte de pratiques poétiques textuelles. Il s'agit de se demander dans quelle mesure, de la seconde moitié du dix-neuvième siècle à nos jours, le poème fait nature morte et partant d'explorer les modalités et implications d'un « effet nature morte » (P. Auraix-Jonchière) du texte poétique. Quels sont les enjeux esthétiques d'un poème-nature morte ? Que dit-il de la poésie, de la modernité et du réel ?

On balisera d'abord ce que disent de la nature morte picturale écrivains et poètes du dix-neuvième siècle au milieu du vingtième siècle. On explorera ensuite comment la poésie, en particulier le genre émergent du poème en prose, se théorise et se pratique dans une référence récurrente à celui de la nature morte picturale. Il s'agira enfin de dégager une typologie provisoire des effets nature morte mis en place dans les recueils poétiques, à partir d'exemples empruntés à un vaste corpus de poètes connus et moins connus, d'Aloysius Bertrand à Francis Ponge, qui se sont frottés à la nature morte.

## **A/Prof Valentina Gosetti**

Valentina Gosetti is a mum just back from parental leave, a poetry translator, and an Associate Professor of French. She is currently on leave from the University of New England (Australia) to “take up service” at the University of Trieste (Italy). Her latest publication is Sandra Moussempès, *Cassandra a bruciapelo* (Joker Edizioni, 2025), a translation of the prize-winning poetry collection *Cassandre à bout portant* (Flammarion) co-edited and co-translated with Adriano Marchetti and Tommaso Santi. Forthcoming works include a co-authored article on “Baudelaire Down Under” with Alistair Rolls for *Nineteenth-Century French Studies*, a chapter on translation into dialect for an OUP volume on *Translationality* edited by Matthew Reynolds, and, of course, her monograph *Poetry in the Provinces*. So stay tuned for more news!

## **Translation Nation: a year on – Losing grants, but gaining projects**

In this paper, I shall provide an update regarding a collaborative joint project co-led by Valentina Gosetti, Paul Gibbard, Alistair Rolls and titled “Translation Nation”. Its overall aim to uncover the overlooked role of French literary translation in shaping Australian national identity – from colonization to today. Moving away from a more typical focus on Australia’s British cultural heritage, our project explores the way in which the translation industry has contributed to the social, cultural and political life of the nation, playing a key role in cultural exchange – bringing the non-Anglophone world to Australia and promoting Australian culture around the globe. Combining archival and digital research with close textual analysis and interviews with contemporary Australian translators, the project sets out to map the importation, distribution and cultural influence of French literary texts in the development of the nation. The idea is thus to map networks of circulation, consumption and production of French literary texts in translation over time from the colonial period, when translations were imported from Britain, through to today’s local industry, which exports Australian translations to the world.

## Dr Paul Gibbard, University of Western Australia

My research interests lie in French literature from the eighteenth to the twentieth centuries, translation studies, and the history of the French exploration of Australia. I am currently involved with the project 'Translation Nation' (with Valentina Gosetti and Alistair Rolls) looking at the way French literary translation has shaped Australian national identity since colonization. My most recent book is *The French Collector. Journal and Letters of Théodore Leschenault, Botanist of the Baudin Expedition* (2023).

## Translation and national identity: the English-language version of Jacques Arago's *Promenade autour du monde* (1822)

In the eighteenth and early nineteenth centuries French and British readers had a ravenous appetite for explorers' accounts of voyages to Australia. No sooner was an account published on one side of the Channel than a translation would appear on the other, as was the case, for example, for the voyages of Dampier, Cook and Vancouver, and La Pérouse, Bruni d'Entrecasteaux and Baudin. Jacques Arago travelled as an artist on one of the final French naval voyages of exploration to Australia, that of the *Uranie*, captained by Louis de Freycinet, which circumnavigated the globe in the years 1817 to 1820. Arago published his account of the expedition in his *Promenade autour du monde* in 1822; the following year Adolphus Richter, head of the London branch of Strasbourg- and Paris-based publishers Treuttel and Würtz, brought out an English translation. This paper will explore the way in which the translator and publisher adapted the book for the local market to conform with particular notions of Britishness, replacing Arago's introductory comic dialogue with a sober academic preface, modifying Arago's criticisms of British imperial policy while leaving in place his reproofs of the government of New South Wales, censoring references to French victories during the Napoleonic Wars and toning down sexual allusions, among other things. This paper is linked to the Translation Nation project, looking at the way literary translation contributes to the formation of national identity.

# Session 1 – Feminism 1 (Day 1 | 11:00 – 12:30)

Mercredi 10/12 -X204

## Dr Beth Kearney, University of Queensland

Dr Beth Kearney is an early career researcher at the University of Queensland in Meanjin. Her current research focuses on contemporary works of autobiography, autofiction, and biofiction about sexual violence and the ways these texts challenge national and cultural scripts. She is preparing a monograph on the use of photography in experimental memoir by women writers of the Francophone world. She has published on these topics and others in academic journals and edited volumes, and is a literary critic.

## An Intersectional Universalism: Violence Against Women on the Margins

Since the 2010s, there has been a marked rise in literary texts by or about survivors of sexual violence. These works elucidate for readers the holistic hardships and enduring systemic injustices that survivors often face. This paper will analyse a recent text within this canon: a work of biofiction by Nesrine Slaoui, *Seule* (2023). Inspired by the murder of a fourteen-year-old student, Alisha, in Argenteuil, the book focuses on the fictional characters named Anissa and Nora. The two women live parallel lives in contemporary France: though they do not know one another, they are both second generation migrants from Morocco and fall victim to insidious forms of gendered violence from boys and men in their lives. I will argue that this biofiction shows that sexual violence is just as connected to culturally entrenched racism as it is to sexism. Slaoui portrays quotidian acts of racism and sexism as widespread in French society, occurring within the workplace, on digital social platforms, and in advertising. Slaoui shows that acts across the spectrum of violence against women – ranging from assumptions about normative beauty standards to psychological harassment and physical violence – disproportionately occur to women of colour, whose experiences in contemporary France are so often effaced by the Republic's colour-blind rhetoric. In fact, Slaoui's text highlights the dangers of the Republic's conceptualisation of universalism, whereby citizens are considered as 'equal' to the extent of ignoring their differences. This vision of universalism prevents the nation from recognising the intersectional nature of sexual violence, and thus risks exacerbating inequalities within French society.

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# Session 1 – Feminism 1 (Day 1 | 11:00 – 12:30)

Mercredi 10/12 -X204

## Dr Frances Egan, Monash University

Frances Egan is a Lecturer in the School of Language, Literatures, Cultures and Linguistics at Monash University. Her research interests centre on transnational and intersectional feminisms in francophone literary and media spheres, as well as feminist and critical pedagogies. Frances is also a practicing translator; her translation of Colette's *La vagabonde* is forthcoming in September 2025.

## Universal Feminism and the Visibility of Intersectionality in France's 2023 Abaya Ban

In 2023, the French government banned the wearing of abayas (long dresses worn by a minority of Muslim girls and women) in public schools. This move followed a series of laws, in particular the 'hijab ban' in 2004, enacted in the name of *laïcité* that regulate how women – particularly Muslim women – can appear in public. These measures have often been endorsed by Republican feminists, who frame Muslim women's clothing as inherently oppressive. At the same time, intersectional and anti-racist discourse have gained visibility in France, especially in the last decade, challenging a universalist framing of women's rights that centres a secular, white norm.

This paper examines the mainstream media coverage of the abaya ban to examine which voices and feminist frameworks are legitimised and marginalised in the current moment. I identify three key frames: 1) femonationalists and protection from (Islamic) sexism, 2) liberal feminists and individual choice 3) marginalisation of intersectionality. While intersectionality is increasingly talked about in the French public sphere, political intersectionality – which centres Muslim and racialised women in the political agenda – remains largely excluded from mainstream debate. As such, even where intersections of sexism and Islamophobia are evoked, public debates on Muslim women's clothing (re)produce identities and social structures that restrict Muslim and racialised women's agency and participation in public life.

*Feminism 1 continued on next page*

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# Session 1 – Feminism 1 (Day 1 | 11:00 – 12:30)

Mercredi 10/12 – X205

## **Sophie Tallis, Australian National University**

Sophie Tallis is a PhD candidate at the Australian National University. Her thesis examines representations of feminine adolescent bodies in contemporary French and francophone cinema. More broadly her research interests include girlhood cinema, gender and sexuality on screen, transnational film and contemporary French culture. Her work has been published in French Screen Studies, Australian Journal for French Studies, The Burgmann Journal and Sacreblue!.

## **De/stabilising Narratives of Successful Womanhood in Contemporary French Girlhood Cinema**

Within the recent growing trend of French films which centre feminine coming-of-age narratives comes a specific focus on stories about adolescent challenges to normative understandings of female liberation and empowerment. In such films, the central conflict emerges when the young protagonists find themselves disillusioned by the lives of the adult women around them and thus seek out alternative pathways for their future. In this paper, I consider how successful womanhood is portrayed in these girlhood coming-of-age films in order to understand what narratives of feminine success are affirmed and challenged within contemporary French culture. Informing this discussion is a consideration of the marginal position that such girls frequently hold in society which informs their disillusionment with narratives of success within French republican models of identity which promote singular identification over intersectional experiences.

As a central case study, I examine Abdellatif Kechiche's *La Vie d'Adèle* (2013), in which the titular protagonist's adolescent queer awakening results in a reconsideration of what success and a meaningful life could be. Through her queerness, Adèle challenges girlhood norms of heterosexuality. However, the film's central focus on coupledness as a sign of success frequently reaffirms the family unit as an ultimate goal of womanhood. Through analysing this film, I argue that French girlhood films expose the tension between the girls' desire to challenge normativity in adolescence, particularly as it relates to coupledness and reproduction, and these films' ultimate messages of success and liberation as it is narrowly defined within the constraints of French republicanism.

# Session 2 – Theatre (Day 1 | 13:30 – 15:00)

Mercredi 10/12 – X202

## **Hannah Doyle, University of Adelaide**

Hannah Doyle teaches French language and literature at the University of Adelaide. She recently completed an MPhil focussing on theatricality and performativity in the poetry of Marceline Desbordes-Valmore. Her research aims to highlight the poetic mastery, innovation, and authority of this important but often neglected poet.

## **Why Marceline Matters: Staging Abandonment in the Elegies of Marceline Desbordes-Valmore**

The Romantic movement privileges the idealisation of feminine sentimentality and suffering. As such, the figure of the abandoned woman offers female Romantic poets an ideal character to embody as a way of conforming to societal expectations of femininity while simultaneously asserting their poetic voice within a patriarchal literary landscape. Such is the case for the often overlooked and under-appreciated woman poet Marceline Desbordes-Valmore. This paper will consider how Desbordes-Valmore draws on her rich theatrical background to “stage” the trope of abandonment in her elegies. By establishing a distinction between the poet’s real self and her lyric persona, I shall demonstrate how her portrayal of the abandoned woman aligns with Romantic ideals of femininity and grants Desbordes-Valmore a certain poetic authority. Such analysis aims to highlight the deeply performative dimension of her treatment of abandonment and emphasise the ongoing importance of reassessing neglected and misunderstood voices in French Studies.

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# Session 2 – Theatre (Day 1 | 13:30 – 15:00)

Mercredi 10/12 – X202

## Claire le Blond, University of Melbourne

Claire Le Blond is a current Honours Student in French Studies at The University of Melbourne. Having recently completed the Bachelor of Arts, with a double major in History and French Studies, she is currently writing her thesis on Alfred Jarry's *César-Antéchrist* (1895). Her research interests lie in French and Francophone theatre. She is also an emerging theatre-maker, with many production credits across the local theatre scene. Most notably, she headed the Melbourne University Shakespeare Company as Artistic Director (2024) and subsequently undertook a stage management internship with the Melbourne Theatre Company on the 2025 production *The Robot Dog*.

## Anarchy, Absinthe, and the Absurd: Religious Dramaturgy and Proto-Absurdism in Alfred Jarry's *César-Antéchrist*

Most well-known for his 1896 play *Ubu Roi*, the French playwright Alfred Jarry is often considered "proto-absurdist." Elements of what would later be considered as "absurdist theatre" can be found across his *œuvre*. As his play *César-Antéchrist* (1895) serves as a loose adaptation of the Biblical Book of Revelations, this paper analyses the religious dramaturgy to argue that this understudied text is a theatrical manifestation of Jarry's vision of a new pataphysical theatre. This presentation examines how Jarry's use of religious imagery and rhetoric allows the playwright to construct theatrical meaning in his text. Jarry also draws on the anarchist and symbolist principles that defined the 1890s Parisian circles. In an inter-disciplinary context, this paper draws on several different fields of study to respond to the "jarryesque" theatre, including but not limited to: semiotics, performance studies, theology, structuralism and literature.

Through a theatrical lens of his philosophies on pataphysics, this presentation highlights Jarry's influence on the Theatres of the Absurd and of Cruelty. It investigates performance, production elements, and dramaturgical perspectives. Ultimately, this paper will contend that *César-Antéchrist* reflects how theatre could be viewed as a secular religion at the end of the nineteenth century.

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## **Greg Asquith, La Trobe University**

Greg Asquith is a PhD candidate in Translation Studies at La Trobe University. Greg graduated from Melbourne University with a Graduate Diploma in Arts (French) in 2019. He then completed an Honours Degree at La Trobe University that focussed on the translation of some chapters of Georges Auric's *Quand j'étais là*. The translation of the entire book and an accompanying critical consideration as a PhD project became a logical next step.

## **The Many Paratexts in Composer Georges Auric's Memoir, *Quand j'étais là* and Their Application in a Translation of his Book.**

Twentieth-century French composer and member of the famous Groupe des Six, Georges Auric wrote his memoir *Quand j'étais là* in the 1970s. In his book Auric takes his readers on a journey back half a century to the Paris of his youth, a culturally creative period when Auric's friendship group reads like a 'Who's Who' of Paris in the 1920s.

A half century after its publication, I am translating Auric's memoir. In a critical consideration of this project, I draw on paratextual theories of French structural linguist Gérard Genette and categorise various elements of Auric's book into what are commonly known as peritexts and epitexts. I then draw on another paratextual category, referred to as extratext to elucidate the swirling non-textual paratexts that encircle, not only Auric's book, assisting the reader into the creative Parisian years from World War one to the Great Depression, but also my own paratextual journey as his translator.

These varying paratexts, within the framework of translation studies and specifically a translation of *Quand j'étais là* provide almost limitless 'treasure troves' of paratexts that orbit Auric's memoir and entice the reader to cross thresholds of music and poetry, love and war, friendship, ageing and loss.

# Session 2 – Translation 2 (Day 1 | 13:30 – 15:00)

Mercredi 10/12 – X204

## Therese Morris, University of Newcastle

I am a PhD candidate at the University of Newcastle where I was awarded a MA in Translation Studies with Distinction in 2024. My current research involves a discussion on the interconnectivity between theory, translation process and product analysis through a case study of translations into English and Vietnamese of the well-known French author Linda Lê. My past employment included 5 years as Manager, Health Care Interpreter Service for Hunter New England Health and 40 years in the provision of interpreting and translating services EN<->VN as a NAATI accredited professional interpreter and translator. I also took part in multicultural consultations for government departments in the 1980s and was a member of the Advisory Council on Multicultural Affairs in 1987. I resigned from the position of President of the Vietnamese Australian Association in Newcastle in 2023.

## French Studies: Sharing a Personal Experience

The transfer of knowledge is achieved through communication aka language. Since our world is made up of diverse cultures and languages, the acquisition of languages other than one's own native language has been crucial to information exchanges in both past and present. Without such sharing being facilitated by individuals proficient in languages, would our world have advanced to where it stands today?

Naturally in their choice of languages, learners prefer those belonging to cultures which dominate in the fields considered important to world civilization at various points in time, supposedly religion, ethics, philosophy, literature in the past but currently somewhat replaced by technology and finance. Another influence on foreign language acquisition in third-world countries has been the political impact from colonialisation and foreign involvement whereby conquerors' and dominant foreigners' languages enjoy a prominent status in the locals' education and subsequent employment.

I am a product of such political events which led me to the acquisition of both French and English through my education in addition to my native Vietnamese. An education in a foreign language does more than enabling communication. It opens up the opportunity to become familiar with a new culture across all its aspects and to enrich one's world perception. French studies in the distant past of my youth has ushered me to the present PhD research involving the translation from French into English of the well-known French author Linda Lê's *Lettre morte* and a comparative analysis of translations of three of her works which are available in both English and Vietnamese, namely *Calomnies*, *Lettre morte* and *Voix*. Having studied French it has thus giving me the skills to conduct a research which hopefully will add to the richness of examples in translation studies and include translations into less prominent languages in theoretical debates and in world literature.

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## **A/Prof Alistair Rolls, University of Newcastle and Dr Clara Sitbon, University of Sydney**

Alistair Rolls and Clara Sitbon have worked together on a number of projects focused on Carter Brown. Together, they are currently completing an edited *A New History of Global Crime Fiction in French* (with LUP), which they began with Jarrod Hayes. Alistair is interested more broadly in crime fiction, French and otherwise. His most recent monograph was on Agatha Christie (Routledge, 2022). He is also interested in Baudelaire, including Australian translations of his poetry. Clara's research explores regional crime narratives, with a particular focus on Corsica. She examines how these texts function as transnational tools to challenge and rethink dominant paradigms in French crime fiction. As part of her Nancy Keesing AM Fellowship (2025) with the State Library of New South Wales, Clara is mapping the literary works of Australian Pulp Fiction writer Carter Brown, in order to examine the transnational legacy of the Australian Pulp genre.

## **Carter Brown's French Connections: recovering Australian popular fiction through transnational literary studies**

This presentation examines Alan Yates (1923–1985), who under the pseudonym Carter Brown, became one of Australia's most internationally successful crime writers, yet remains absent from Australian literary histories. Carter Brown's detective novels achieved remarkable popularity in France during the 1960s–70s, with major French publishers producing translations and cultural adaptations.

By analysing the Carter Brown corpus in French Crime Fiction, we would like to argue that French Studies methodologies can illuminate overlooked dimensions of Australian literary production. The transnational circulation of Yates's fiction reveals how Australian writers navigated global literary markets while embedding distinctly Australian sensibilities within internationally appealing genre conventions. This case study argues that French Studies provides essential tools for recovering marginalised voices in Australian literary history, particularly writers whose work crossed national and linguistic boundaries. French literary criticism and translation practices offered different interpretative frameworks for understanding Yates's work, potentially revealing literary qualities obscured by domestic reception contexts. The presentation explores how international recognition can reshape our understanding of national literary canons and demonstrates the vital role French Studies can play in expanding narratives of Australian literary development beyond traditional canonical boundaries.

# Session 2 – Feminism 2 (Day 1 | 13:30 – 15:00)

Mercredi 10/12 – X205

## Dr Charlotte Mackay, Monash University

Dr Charlotte Mackay is a Lecturer in European Languages (French and Francophone Studies) at Monash University in Australia. She researches Sub-Saharan Francophone literature, postcolonial/decolonial, diaspora, Black Atlantic, gender, trauma, memory and ecocritical studies. She has published a monograph (*Atlantic Bound: Writing Afro-Atlantic Diasporic Consciousness in the Works of Léonora Miano and Fatou Diome, 2025*), articles and book chapters on the fiction of women authors from West and Central Africa.

## Childbearing in the Republic: A question of colour in 'race-blind' France

Just prior to the launching of the Wuambushu Operation in Mayotte in April 2023, the Agence Régionale de Santé de Mayotte (ARS) announced its plans to offer tubal ligation services to young Mahorais and Comorian women in order to regulate the island's birth rate. The ARS justified this initiative by citing unprecedented demographic growth which is putting the poorest of France's departments under significant pressure, especially with regard to its limited health and education infrastructure. The announcement of this initiative provoked significant criticism on behalf of various feminist organisations who accused the French state of scapegoating Mayotte's women by positioning them as responsible for the state's chronic neglect of Mayotte and its population. Many were quick to draw parallels between this proposal and previous state-sponsored policies exerting control on non-white French female bodies including the abortions and sterilisations forcibly inflicted on thousands of Réunionnais women in the 1970s when abortion was still criminalised in France explored at length in Françoise Vergès' *Le Ventre des femmes : capitalisme, racialisation, féminisme* (2017).

This presentation will consider the inherent paradoxes and limitations of the notion of universality in the context of French Republicanism and its specific brand of highly exclusionary feminism which remains overwhelmingly blind to the civilisational mission that still informs its existence and functioning. It will do so through a comparative analysis of natalist policies within the present-day 'race-blind' nation upon which the colonial policies of the past can be surprisingly neatly superimposed, though at times in inverted form.

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# Session 2 – Feminism 2 (Day 1 | 13:30 – 15:00)

Mercredi 10/12 – X205

## Dr Antonia Wimbush, University of Melbourne

Dr Antonia Wimbush is Lecturer in French Studies at the University of Melbourne. Her publications include BUMIDOM (1963–1982) and its Afterlives (2025), Autofiction: A Female Francophone Aesthetic of Exile (2021), and the co-edited volume Queer(y)ing Bodily Norms in Francophone Culture (2021). Her research interests include French Caribbean literature and culture, memory studies, and representations of exile and migration.

### A Decolonial Caribbean Feminism

Many contemporary French feminists today are problematising the ideology of republican universalism which, although supposed to guarantee equality for all, is perceived as exclusionary, patriarchal, and even racist. In their 2022 manifesto *Universalisme*, Mame-Fatou Niang and Julian Suaudeau advocate for a new form of universalism which is explicitly anti-racist to counter the notion that to be French is to be white. Françoise Vergès, meanwhile, proposes a decolonial feminism in her new book, *Un féminisme décolonial* (2019). For Vergès, feminism must deconstruct the sexist, racist, capitalist, and imperialist structures which are embedded in France's political project of universalism.

This paper explores how contemporary feminists from the French Caribbean are putting into practice these two political projects proposed by Niang and Suaudeau and Vergès to create their own understandings of what it means to be a Black French woman today. I focus on the work of Guadeloupean journalist and graphic novelist Jessica Oublié. Oublié's 2022 project, entitled 'Transmédia femmes noires et métisses', brought together women from the Caribbean and its diaspora through a series of online conversations, podcasts, and social media posts. I will examine how Oublié has created a transmedial, transnational space for Black French women to reconceptualise republicanism, feminism, and Frenchness.

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# Session 2 – Feminism 2 (Day 1 | 13:30 – 15:00)

Mercredi 10/12 – X205

## Dr Josephine Goldman, University of Sydney

Dr Josephine Goldman (she/her) is an early-career researcher and sessional academic at the University of Sydney. Her research in francophone Oceanian and Caribbean literatures and art focuses on remapping time and space through water, and more recently, sound. She is currently preparing a monograph based on her PhD thesis, 'Diving into Heavy Waters: Water and Gender in Contemporary Francophone Caribbean and Oceanian Art and Literature'. She is co-founder of the ESTUARY: A Harbour for Salt and Fresh Water Studies, a transnational multidisciplinary network of water studies scholars across the arts, humanities and social sciences, and the co-host of "Positionalities: The Women in French International Podcast".

## Sisterhood in the Tout-Monde: Guy Gabon, Anne Meyer and Myriam Soulanges' Yué # sororité

The project Yué # sororité, co-created by Guy Gabon, Anne Meyer and Myriam Soulanges is a participative performance work of many iterations across Africa, Europe and the Americas beginning in 2018. Each performance of Yué # sororité brings together a new group of women, principally those outside of the art world, who spend time together, sharing dialogue and co-choreographing a performance. On one level, the work speaks to a version of féminisme Républicain. The "sororité" of the title refers to a feminised version of the French tripartite motto "liberté, égalité, fraternité", marking, as Gabon writes in her description of the work, "un 'oubli' des femmes" from this vision of Republican identity (2025, 12). "Yué", the work's "Marianne", finds its origin in a common first name among Chinese labourers in Guyane, but comes to stand for the "improbable" meetings between many ethnic communities that live next to each other in Guyane from hmong, to Surinamese, to Arawak, Italians and Russians. "Yué" is, as Gabon clarifies in an interview with Valérie Loichot, "le prénom de toutes les femmes qui partent".

Yet, "Yué" and the project as a whole, also supersedes the French republic, becoming transscalar: as Valérie Loichot writes, "Yué est une femme, est toutes les femmes; Yué est un petit pays, elle est la planète." (2021, 71) In this way, this collective, ever-changing work speaks to Gabon's broader œuvre, a body of work characterised by its situation within what Édouard Glissant (1990) called the Tout-Monde, a concept of the world in relation opposed to the totalitarian flattening of the universal, a pluri-versal reality in which the diverse directions of connection flowing from the smallest places and people to other small places and people is to be celebrated. In this paper, I will explore Gabon, Meyer and Soulanges' negotiation of féminisme républicain in the Tout-Monde.

# Session 1 – Francophone Literature 1 (Day 2 | 10:30 – 12:00)

Jeudi 11/12 – X202

## A/Prof Amy Hubbell, University of Queensland

Amy Hubbell is Associate Professor in French and Deputy Associate Dean Academic at the University of Queensland where she teaches and researches French narratives of exile and trauma. She is author of *Hoarding Memory: Covering the Wounds of the Algerian War* (2020), *Remembering French Algeria: Pieds-Noirs, Identity and Exile* (2015) and co-editor of *Places of Traumatic Memory: a Global Context* (2020).

## Disappearing: Why French Studies Matter in French–Algerian Relations

Since 2020, France has been engaged in a reconciliation process with Algeria over the memories of the Algerian War and its legacies. By the end of 2024, France and Algeria were in a diplomatic crisis with relations at the worst since the end of colonial rule in 1962. Sparked by France's support for Morocco's claims over the Western Sahara, the debate between the countries has been intense: the Algerian ambassador was recalled from France, the historical commission on truth and memories abruptly ended, and dual citizens have been detained and refused repatriation on both sides. Most notably, French–Algerian author Boualem Sansal was detained on his arrival to Algiers mid-November 2024 and imprisoned on charges of undermining the integrity of Algeria. Amid this fraught diplomatic period, testimony and documentation in French about the unlawful disappearances of Algerian citizens and other French war crimes continues to arise on French websites and mainstream media. In the context of reconciliation, inquiry into past traumas is rapidly and repeatedly surfacing and then, when deemed uncomfortable, being shuttled away from the public at an alarming rate. This paper on why French Studies Matters in the context of French–Algerian relations will explore the works of Boualem Sansal and the role of language and memory in the fight against political silencing.

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# Session 1 – Francophone Literature 1 (Day 2 | 10:30 – 12:00)

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## Dr Alex Kurmann, Macquarie University

Alex Kurmann is Senior Lecturer in French and Francophone Studies at Macquarie University. Kurmann is a comparatist whose focus has been Francophone and Anglophone literatures of the Vietnamese Diaspora. Her current research brings Narrative Studies into dialogue with intersectional literatures at the juncture of diaspora, class and queerness. Her recent work appears in *Comparative Literature*, *Esprit Créateur*, *The Routledge Handbook of the Vietnamese Diaspora*, *Poetics Today* and *MELUS*.

## French Studies Origins in Extra-Disciplinary Research: A New Name for Kinship in Queer Diasporic Literatures of the United States

This paper draws attention to the French Studies origins of my current extra-disciplinary research in multiethnic writing of the United States. Responding to the gesture made in a reading by Judith Butler (2022) of *Kindred* (Octavia Butler, 1979) towards the adoption of an eponymous new name for kinship, I undertake a comparative analysis with Ocean Vuong's, *On Earth We're Briefly Gorgeous* (2019), in which I propose 'kindred beholden-ness' as a way of describing kinship in queer(ed) diasporic contexts. Queering kinship in these texts only became possible thanks to extant research in Francophone Vietnamese diaspora and queer transdiasporic literatures. Concerning the latter, I follow the example of Jarrod Hayes' *Queer Roots for the Diaspora: Ghosts in the Family Tree* (2016) in focusing on an object that sits at the intersection of queerness and diaspora. That object is the family. Vietnamese Francophone authors are seen to use kin relationships as metonymic symbols- France as the colonial motherland and Vietnam as abandoned fatherland- as an extension of familial belonging structuring interrelational aspects of the Vietnamese language.

African American scholar, Christina Sharpe, coins "beholden-ness" (2016) to describe the reciprocated ways of beholding and modes of being beholden to one another under traumatic diasporic conditions. I argue here that a queer(ed) request for the recognition of subjectivity in *On Earth* and *Kindred* instigates beholding, which becomes a bequest that diasporic kin, both biological and chosen, are beholden to reciprocate. In discerning shared features of these proximate diasporic subjectivities, 'kindred beholding' offers a renewed articulation of belonging in queer(ed) displacement.

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# Session 1 – Survival of French Studies (Day 2 | 10:30 – 12:00)

Jeudi 11/12 – X202

## **Prof Charles Forsdick, University of Cambridge**

Charles Forsdick is Drapers Professor of French at the University of Cambridge. He is a specialist in the area of Francophone postcolonial studies, with particular interest in the French-speaking Caribbean. Charles is currently British Academy Lead Fellow for Languages.

## **Édouard Glissant and Michaël Ferrier: On A Dialogic Poetics of Relation**

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## **Gala Patenkovic, University of Michigan**

Gala Patenkovic is a PhD Candidate at the University of Michigan. Her dissertation explores representations of immigration and (non)belonging in contemporary French comics (bandes dessinées). She holds an active interest in museum studies and visual culture.

### **In it for (no) money : A rejection of advertising money-making gains as a tool for attracting students to French studies**

More than once, I have walked past posters in various French departments that answer the question “Why Study French?” with a list of money-making skills that the knowledge of the language and its culture will presumably bring a student. In this paper, I oppose this method of persuasion as I read it as an unhelpful, and also inefficient, survival strategy of the field. I trace the social and political issues that have brought the French studies to a dangerously close point of extinction in the United States, and also propose how the field can prove to be an especially valuable intellectual and social haven for our students facing an unprecedented political climate. I maintain that the field can model to our students a cultural and intellectual openness that is in opposition to an isolationist, “every man for himself” approach that is currently sweeping the political and educational life in the United States. This paper urges a revalorization of qualitative education and argues against a capitulation to a materialist approach of translating French studies as a stepping stone to monetary gains, as I maintain that this strategy is both inefficient and harmful to the survival of the field.

# Session 1 – Survival of French Studies (Day 2 | 10:30 – 12:00)

Jeudi 11/12 – X204

## Dr Peter Cowley and Dr Barbara Hanna, University of Queensland

Peter Cowley and Barbara Hanna are teaching-focussed academics within the French programme at the University of Queensland. With responsibility for 57% of the French programme, they attempt to cover language acquisition, their own specialisations of translation and intercultural communication, and a shared devotion to detective fiction.

## Marketing French Matters

How can we show that something called “French” matters, and respond to the demands of Higher Education in 2025, when it may feel that we are suffocating in the grip of the constraints within which we must operate? On the one hand: fewer students, fewer staff, fewer courses. On the other: more emphasis on graduate attributes, more explicit learning outcomes, more accommodation of student diversity.

But wait... Back in the olden days when we could spend an entire third-year seminar leisurely writing Oulipo-inspired texts, we learned that constraints are productive. So what can we produce within the constraints of the current situation?

In this paper, we examine the interaction between the constraint of “employability” as a core value and that of a restricted range of course offerings. Drawing on data from LinkedIn profiles of graduates, employment opportunities with French and CEFR descriptors, we explore strategies for providing a visible and compelling story joining the dots between marketing, course profiles, assessment and the language we give students to talk about their learning, whether that be in an ab initio course or an advanced option on detective fiction.

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# Session 1 – Table Ronde Mentoring (Day 2 | 10:30 – 12:00)

Jeudi 11/12 – X205

## **Dr Gemma King, Australian National University**

Gemma King is President of the Australian Society for French Studies and DECRA Fellow/Senior Lecturer in French at the Australian National University. She helped found the mentorship programmes at the ASFS and the DDFC (Diversity and Decolonization in the French Curriculum Collective) and has also mentored for SSAAANZ (the Screen Studies Association of Australia and Aotearoa New Zealand), Women in French, Advance HE and SCMS (the Society for Cinema and Media Studies).

## **A/Prof Leslie Barnes, Australian National University**

Leslie Barnes is an Associate Professor and the Convenor of French Studies at the Australian National University. She has coordinated and participated in mentorship initiatives for the ASFS, the ANU College of Arts and Social Sciences, Advance HE, the Center for Khmer Studies in Phnom Penh, and the Asie du Sud Est Research Network, which she founded in 2021. At the ANU, she designed and runs the Peer Observation Program, a peer-to-peer mentoring opportunity aimed at promoting pedagogical self-reflection and facilitating collaboration across disciplines and career stages.

## **Dr Beth Kearney, University of Queensland**

Beth Kearney is the Postgraduate Officer of the Australian Society for French Studies and an early career academic based in Meanjin at the University of Queensland. She has been a mentee within official schemes run by the ASFS, Advance HE, and the Women in French network and has developed strong relationships through unstructured collegial networking. In her role as a peer-to-peer mentor for the postgraduates of the ASFS, she has recently begun mentoring for the Women in French North America scheme.

## **A/Prof Andrew McGregor, University of Melbourne**

Andrew McGregor is Vice-President of the Australian Society for French Studies, Associate Professor of French Studies and Chair of Languages at the University of Melbourne. On behalf of the ASFS Executive Committee, he coordinates the ASFS Mentorship Program, of which he is an active participant as both a mentor and mentee. Andrew is involved in staff mentoring in the School of Languages and Linguistics at the University of Melbourne, where he is also an Academic Mentor for undergraduate students in the Faculty of Arts, and for graduate students in the Melbourne-CNRS Network PhD Mentorship Program.

## **A Round Table on Mentorship**

Few of us have made it as far as we have in French Studies without the advice, support and human connection of mentorship. Whether through the HDR supervision relationship, official schemes run by our universities or scholarly organisations (such as the ASFS) or an organic connection, mentoring can be transformative for mentees at any career stage. It can also be energising and rewarding for mentors, including in peer-to-peer scenarios; a reminder of why we do what we do. Mentorship is often not recognised as important work on applications for academic jobs, performance reviews, grants or promotions, but it is part of what “matters” most in our discipline. This is an application in two parts. We first propose a discussion at the conference Postgraduate Day, where we will provide a space for HDRs, early career and precarious scholars to ask questions about mentorship, share experiences and most importantly, guide the broader conversation to occur in part two. Second, we propose a 90-minute round table format for a parallel session during the main conference. Building on the discussions begun at the Postgraduate Day, the panel will invite contributions from the audience, discuss potential mentorship challenges and share strategies and reflections on how best to support the next generations in French Studies.

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## Dr Tess Do, University of Melbourne

Tess Do is a Senior Lecturer in French Studies at the University of Melbourne. Her research focuses on postcolonial Indochina and questions of food, memory, and cultural identity in Francophone migrant literature. She is particularly interested Vietnamese diasporic narratives and has recently expanded her work to the field of Francophone comics, examining them as sites of trauma, memory, and transnational storytelling. Her latest publications include the edited volume *Linda Lê: In Memoriam* (2023) and the editing and co-translation into English of Clément Baloup's graphic novel *Vietnamese Memories: Down Under* (2025).

## Violence genrée et éthique du care dans la bande dessinée de reportage : *Le Silence du juju* (Armandine Penna, 2024) et *Les Mariées de Taïwan* (Clément Baloup, 2017)

Cette communication propose une lecture croisée de deux bandes dessinées de reportage contemporaines : *Le Silence du juju* (Armandine Penna, 2024) et *Les Mariées de Taïwan* (Clément Baloup, 2017). Toutes deux s'attachent à raconter des trajectoires de femmes migrantes prises dans des systèmes de domination et d'exploitation : la traite sexuelle pour les Nigériennes de Penna et les mariages arrangés transnationaux pour les Vietnamiennes de Baloup.

L'analyse s'appuie sur la typologie de Johan Galtung (violences directe, structurelle et culturelle) pour interroger la manière dont ces œuvres donnent à voir la violence genrée tout en la reconfigurant à travers une éthique du care. Nous postulons que chez Penna comme chez Baloup, la représentation de la violence s'accompagne d'une préoccupation morale qui révèle la tension entre dénonciation--et donc exposition--de la violence et responsabilité éthique du regard : comment montrer et rendre visibles les blessures des femmes sans les détruire ou les réduire à leurs souffrances ?

A travers l'examen des stratégies artistiques distinctes mais convergentes déployées dans les deux bandes dessinées, nous proposons que les deux auteurs témoignent à la fois d'empathie et de responsabilité morale. Leurs dessins et leurs textes ouvrent un espace double, de dénonciation et de soin, un lieu où le geste graphique restaure la dignité des femmes violentées et rend hommage à leur résistance.

## **Dr Katherine Hammitt, University of Southern California**

Dr Katherine Hammitt is a postdoctoral fellow at the University of Southern California. Her scholarly work on Francophone Oceania has been featured in the Australian Journal of French Studies and The French Australian Review, and her translations have appeared in the Cordite Poetry Review and the 2020 volume Postcolonial Realms of Memory.

## **Francophone Oceania in Transpacific Studies**

With a publishing footprint emerging in the late 2010s, the field of Transpacific Studies is a relative latecomer to the Cold War-era area studies format. While it has made significant strides to find its intervention in epistemological relations that do not rely on national borders and is thus better poised to address the current state of global dynamics, without conscientious resistance scholarship in the field will continue to calcify hegemonies of “Pacific Rim” thought – bypassing altogether the complex dynamics of work within Pacific Ocean (Oceanian, Moana Nui) communities.

This paper thus proposes a focus on how Francophone Studies “matters” to Transpacific Studies not just as a constituent part of the transpacific region but as a critical framework of decolonial analysis. With consideration given to communication between predominantly anglophone and francophone spaces, the role of translation in cultural exchange, and long histories of shared meaning-making, this paper will highlight how work in Francophone Oceanian Studies offers insight into productive analytical frameworks necessary for the ethical evolution of Transpacific Studies as a field.

## **Prof Akhilesh Kumar, Banaras Hindu University**

Akhilesh Kumar est Professor au Département d'études françaises, Banaras Hindu University, Varanasi (Inde) depuis 19 ans. Spécialiste de la littérature comparée et de l'Indologie française, ses travaux portent sur Gide, Rimbaud, Satprem et le cinéma français. Il a dirigé plusieurs colloques internationaux sur la francophonie et la spiritualité.

### **L'Inde imaginée : de l'exotisme romantique à la quête spirituelle dans la littérature française**

Depuis le XVIII<sup>e</sup> siècle, l'Inde occupe une place singulière dans l'imaginaire littéraire français. Elle est tour à tour un espace d'exotisme, de projection utopique, puis un horizon spirituel pour des écrivains, voyageurs et penseurs en quête de sens. De Victor Hugo à Romain Rolland, de Michelet à Maurice Magre, de Mirra Alfassa à Satprem, sans oublier Alexandra David-Néel et Alain Daniélou, la fascination pour l'Inde révèle la profondeur de la crise spirituelle de l'Occident moderne. Cette communication se propose d'explorer les différentes représentations de l'Inde, oscillant entre l'idéalisation romantique, l'appropriation orientaliste et la véritable rencontre interculturelle. Elle interrogera notamment la manière dont ces figures littéraires et spirituelles ont contribué à forger une « Inde imaginaire » dans la littérature française, tout en nourrissant le dialogue intellectuel et spirituel entre l'Europe et l'Inde. Par ailleurs, la figure de Judith Robinson-Valéry, intellectuelle australienne francophone, illustre la portée universitaire de ce dialogue entre pensée française et philosophie orientale, notamment à travers ses travaux sur Bergson. On s'intéressera également aux prolongements cinématographiques de cette fascination, avec des œuvres comme *Le Fleuve* de Renouir ou *India Song* de Marguerite Duras, qui témoignent de la persistance de ce mythe indien. À travers cette approche, on mettra en lumière la complexité des transferts culturels, leur actualité et leur rôle dans la redéfinition des études françaises à l'ère postcoloniale.

## **NGUYEN Thi Kim Thanh, l'Université Phenikaa**

NGUYEN Thi Kim Thanh, née le 16 avril 1968, est une enseignante de français passionnée, forte de plus de trente ans d'expérience. Elle est professeure non seulement à l'Université Phenikaa mais également à l'Institut français de Hanoï (IFV) et membre active du jury DELF-DALF. En septembre 2024, elle a été l'une des quatre représentantes vietnamiennes au Congrès de la Fédération Internationale des Professeurs de français organisé à Bucarest. En dehors de ses compétences académiques, elle s'investit dans des activités bénévoles et artistiques, offrant des cours gratuits aux étudiants en difficulté.

### **L'intelligence artificielle : un défi pour l'enseignement/apprentissage du FLE à l'université**

L'enthousiasme initial suscité par l'intégration de l'intelligence artificielle (IA) dans l'enseignement du FLE s'accompagne aujourd'hui de nombreuses préoccupations, notamment dans le contexte universitaire. Parmi les inconvénients majeurs figure la dépendance excessive aux outils d'IA risquant de nuire à l'autonomie des apprenants, tout en affaiblissant des compétences essentielles telles que la créativité, la pensée critique ou encore la capacité à argumenter. S'ajoutent à cela des interrogations éthiques, spécialement autour de la protection des données personnelles.

En tant qu'enseignantes de langues, nous nous interrogeons : comment intégrer efficacement l'IA dans l'enseignement du FLE tout en limitant les dérives ? Via six semestres d'enseignement de français à l'Université Phenikaa, nous avons expérimenté plusieurs approches visant à encourager l'autonomie, à renforcer la collaboration et à développer la pensée critique des étudiants. Ces approches incluent des projets en groupe, des exercices d'argumentation ou d'évaluation entre étudiants et des activités plus immersives comme des jeux de rôle ou des discussions guidées pour remettre l'interaction humaine et la langue vivante au cœur de l'apprentissage.

Nous restons convaincues que l'IA doit être un outil d'appui, et non un substitut aux méthodes pédagogiques actives. Il devient donc essentiel de sensibiliser les étudiants aux enjeux éthiques et à une utilisation raisonnée de l'IA. Les retours de nos étudiants en fin de parcours montrent d'ailleurs une évolution positive vers un usage plus critique, plus réfléchi, et plus responsable de ces technologies.

Mots-clés : intelligence artificielle ; enseignement du FLE ; autonomie ; créativité ; pensée critique

## **TRAN Thi Quynh Trang, l'Université Phenikaa**

TRAN Thi Quynh Trang, née le 5 mars 1995, est une jeune enseignante de français à l'Université Phenikaa (Hanoi) et jury du DELF à l'Institut Français au Vietnam. Passionnée, intéressée par la didactique du FLE, elle s'investit dans des approches innovantes, notamment l'utilisation d'outils numériques dans des classes, pour favoriser la motivation et l'autonomie des apprenants.

### **Intégration des documents numériques authentiques dans des classes de FLE de niveau débutant : une expérimentation en contexte universitaire**

Bien qu'ils soient considérés comme les supports principaux dans l'enseignement du français langue étrangère, les manuels traditionnels – élaborés avec un contenu contrôlé, une conception rigoureuse et une structure pédagogique claire – suscitent souvent chez les apprenants un certain ennui et un manque de motivation. Partant de ce constat, cette recherche examine l'efficacité de l'utilisation de documents numériques authentiques dans des cours de FLE de niveau débutant à l'Université Phenikaa, dans un contexte où les outils numériques sont de plus en plus présents dans l'apprentissage.

L'expérimentation a été menée sur un semestre, à travers des séances intégrant une diversité de documents numériques : sites de commerce en ligne, publicités, articles courts et podcasts issus de la presse française. Les données recueillies par observation de classe et enquêtes auprès des étudiants montrent que ces documents contribuent à accroître l'intérêt pour les cours, à renforcer l'implication des apprenants et à améliorer leurs compétences de réception. De plus, ils favorisent l'émergence de réactions linguistiques spontanées.

Cependant, l'exploitation de ces supports exige une préparation soignée de la part de l'enseignant, tant au niveau du contenu que de la langue et des modalités pédagogiques. L'étude propose également des critères de sélection ainsi que des recommandations didactiques pour une intégration efficace des documents authentiques en classe de FLE.

Mots-clés : documents numériques authentiques ; implication ; compétences de réception ; spontané ; classe de FLE ; débutant.

## **Youri Buyle, University of Pennsylvania**

Youri Buyle is a graduate student in French and Francophone Studies at the University of Pennsylvania. He graduated from Sorbonne University in Paris with a BA in English Studies and an MA in American history. His current research focuses on postcolonial studies, in particular on Francophone Caribbean and West African literatures and cultures.

### **Digital Colonialism in French Studies: the Ethics of AI Labor**

Although fairly recent, the use of AI in language learning has been well documented. From software that corrects mistakes in writing to apps that enable students to practice daily-life conversations at any time of day or night, AI has revolutionized language learning by providing efficient tools readily available to learners and instructors. Reports made by well-established universities boast the technology's potential to boost motivation and warn the users about ethical concerns surrounding it, such as algorithmic bias or unequal access based on socioeconomic status. However, little is said about how AI is trained, where and, most importantly, by whom. While growing research has been carried out on "techno-colonialism", "digital colonialism" or "data colonialism", the ethical focus on the uses of AI for educational purposes tends to be on the user rather than on the trainer. Thus, this paper will argue that AI's ethical considerations around the trainers should be put to the fore, especially in the context of Francophone AI-generated content powered by French-speaking workers in countries of the Global South. Indeed, it is essential to recognize (and critically examine) the neocolonial dynamics imposed on these workers as the future of AI in French Studies partly relies on their labor.

Key words: AI, neocolonialism, labor, ethics, language learning, French Studies.

## Dr Sragdhra Sharma, Sampurnanand Sanskrit University

Dr Sragdhra Sharma enseigne le français au Département de Langue et Linguistique de la Sampurnanand Sanskrit University, à Varanasi (Inde). Elle a publié plusieurs dizaines d'articles et a participé à de nombreux séminaires et ateliers, tant au niveau national qu'international.

### Écrans, images et sons : repenser la classe de FLE

À l'heure où le numérique transforme en profondeur les pratiques pédagogiques, l'intégration des médias audiovisuels et numériques ouvre de nouvelles perspectives pour l'enseignement et la recherche en études françaises. Cette communication interroge le rôle des écrans – cinéma, séries, webdocumentaires, plateformes interactives – comme leviers d'apprentissage et outils de renouvellement méthodologique. Dans un premier temps, nous analyserons comment le cinéma francophone et les séries télévisées peuvent enrichir la classe de FLE et d'études culturelles, en mobilisant l'écoute active, la critique d'image et l'approche interculturelle. Les écrans deviennent ainsi des supports privilégiés pour aborder les représentations sociales, les accents de la francophonie et les questions identitaires. Dans un second temps, nous mettrons en lumière les usages des médias numériques dans les universités et centres de langue : capsules vidéo, podcasts, réseaux sociaux et ressources collaboratives favorisent l'autonomie des apprenants et la co-construction des savoirs. Enfin, nous évoquerons les limites et les résistances liées à ces pratiques : surcharge cognitive, inégalités d'accès et formation encore insuffisante des enseignants. Cette réflexion invite à repenser les études françaises comme un champ ouvert, dynamique et ancré dans les cultures médiatiques contemporaines.

# Session 2 – Film (Day 2 | 13:00 – 15:00)

Jeudi 11/12 – X205

## Xinyu Guan, Yale University

Xinyu Guan is a PhD candidate in French at Yale University. Her dissertation examines representations of 1930s Shanghai in world literature and contemporary Chinese cinema. Xinyu holds a B.A. in French from Yale. She brings to her academic work editorial expertise from her time at Shanghai Translation Publishing House and the National University of Singapore Press. She is on the organizing committee of Festival Allers-Retours, an independent Chinese film festival in France that draws over 4,000 attendees annually across Paris, Lyon, and Rennes.

## French in World Cinema: Aesthetics, Production, and Infrastructure

This paper examines a new model of world cinema in which emerging filmmakers leverage French and European resources to bring non-French, non-European, and anticolonial stories to global audiences.

I focus on two debut fiction films that won the Grand Prix at Cannes: Mati Diop's *Atlantique* (2019) and Payal Kapadia's *All We Imagine as Light* (2024). Shot on location in Dakar and Mumbai, respectively, both films are committed to the gendered and economic realities of their geographies. They also share aesthetic sensibilities: documentary practice, atmospheric night scenes, original scores, multilingual dialogues, and final gestures toward the fantastical. Both films are centered on labor and migration, and consider women's intimate lives as sites of political imagination and social change.

*Atlantique* and *All We Imagine as Light* share more than thematic and stylistic affinities; they followed similar institutional trajectories. Both films received funding from the French CNC and Franco-German TV channel ARTE, then secured French and European co-producers through major film festivals and residencies. Diop worked with the French cinematographer, Claire Mathon, and Kapadia with the French editor, Clément Pinteaux.

Drawing on theories of world literature and world cinema, I argue that these films challenge us to rethink French cinema, not as a corpus of French-language films, but as transnational infrastructure and influences. By attending to both production contexts and aesthetic forms, we may begin to study and teach French cinema differently—across languages, media, and disciplines.

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# Session 2 – Film (Day 2 | 13:00 – 15:00)

Jeudi 11/12 – X205

## Dr Joe Hardwick, University of Queensland

Joe Hardwick is a lecturer in French at the University of Queensland. His recent research focusses on the *homme fatal* in French cinema.

### Of Mushrooms and Men: Queering the French Countryside in Alain Guiraudie's *Miséricorde* and François Ozon's *Quand vient l'automne*

2024 saw the release of two French films sharing a strange set of characteristics: provincial village settings, strained familial relations, religious motifs, an unexpected death and, surprisingly, mushrooms, which play a central role in both films. François Ozon's *Quand vient l'automne* recounts the story of 80-something Michelle who accidentally poisons her money-grabbing daughter Valérie with foraged mushrooms. In Alain Guiraudie's *Miséricorde*, twenty-something Jérémie returns to his village and is accused by a childhood friend of making a play for the friend's mother, leading to a confrontation which will see Jérémie kill his friend and bury the body on a site where wild mushrooms will thrive. This paper will argue that both films are *homme fatal* narratives, in which fatal figures, both queer, are used to pose moral questions, troubling the binary between good and evil. The paper will also examine not just what those mushrooms might represent, but how the films might be read as at the intersection of French studies and Queer studies. It will ask whether the films might represent a peculiarly French form of queerness.

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# Session 2 – Film (Day 2 | 13:00 – 15:00)

Jeudi 11/12 – X205

## Ivan Cerecina, University of Sydney

Ivan Cerecina is a teaching adjunct in Film Studies at The University of Sydney. Their work focuses on postwar French cinema, the archive, and documentary film. They have published on Nicole Vedrès, Yannick Bellon, and have a forthcoming monograph on montage in postwar French film with University of Minnesota Press.

## Proposal: Rereading Nicole Vedrès: Montage, Memory, and the Future of French Non-Fiction Film

Chris Marker once wrote, “I owe everything to Nicole Vedrès.” Yet Vedrès—writer, editor, and pioneering filmmaker—remains a marginal figure in French film history. This paper argues for her centrality, focusing on *La Vie commence demain* (1950), a hybrid documentary that blends archival montage, fiction, and filmed intellectual reportage. While scholars have begun reassessing Vedrès’s contribution to cinema history, this film remains critically overlooked. Revisiting it now allows us to reflect on the transdisciplinary scope of French Studies: Vedrès’s work emerges at the intersection of literature, history, cinema, and journalism. Through a close reading of the film’s editing strategies, which juxtapose early 20th-century newsreels with postwar interviews of Sartre, Le Corbusier, and others, I show how Vedrès stages “history as a zone of revelation”, a framework for understanding the past’s role in shaping future imaginaries. In so doing, *La Vie commence demain* anticipates developments in the essay film, *cinéma vérité*, and historical documentary.

In its formal innovation and political urgency, Vedrès’s work reminds us why recovering neglected cultural figures matters, and how French Studies can be a space that holds together memory, image, and critique across disciplinary lines. Her legacy is a case for the continued survival of transdisciplinary, archive-driven research within our field.

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# Session 2 – Film (Day 2 | 13:00 – 15:00)

Jeudi 11/12 – X205

## **Dr Will Visconti, University of Technology Sydney**

Will coordinates the Italian major at UTS. His first book, *Beyond the Moulin Rouge: The Life and Legacy of La Goulue*, was published by the University of Virginia Press. He is currently working on a four-volume project under contract with Routledge entitled *Comedy, Humour, and Laughter: A Documentary History, 1800–1920*.

## **Material culture, material girl: La Goulue’s representation and why it matters**

While she is best known as a muse of Henri de Toulouse-Lautrec, the performer La Goulue (Louise Weber) had a more extensive impact on visual and material culture through the late nineteenth and early twentieth centuries than is generally acknowledged or remembered. She remained at the vanguard of popular entertainments in every sense, reinventing herself variously as a cancan dancer, belly-dancer, animal-tamer and sideshow performer, with forays into revue and early film. Similarly, her representation encompasses avant-garde movements and developments in technology that include photography, print media, and sculpture, not just Impressionism or the works of artists within Lautrec’s circle.

Adapting Michael Garval’s exploration of mass-media and mass-market stardom, Raisa Rexer’s study of obscenity in nineteenth-century photography, and Ruth Iskin’s work on posters as a key part of the fin-de-siècle publicity machine, this paper offers a reassessment of Weber’s career. It demonstrates how she was an active participant in the construction of her own public image, which in turn had a formative influence on the arts, media, and celebrity culture during her lifetime.

## Hoai Anh Tran, l'Université Nationale du Vietnam

Hoai Anh TRAN, professeure à l'Université Nationale du Vietnam à Hanoi, est spécialiste en littérature et didactique du FLE. Docteure, elle conseille les étudiants de son département, jury du Prix Goncourt – Choix du Vietnam dans leur lecture. Son expérience inclut l'USTH et l'Institut Français à Hanoi. Chercheuse, traductrice et formatrice, elle est passionnée par la communication interculturelle et l'analyse littéraire.

## Le Prix Goncourt – Choix du Vietnam : Un catalyseur d'engagement citoyen par la lecture active

Cette communication explore le Prix Goncourt – Choix du Vietnam (PG-CDV) comme une approche pédagogique innovante transformant la lecture passive en engagement actif. En impliquant les étudiants vietnamiens dans la sélection du Prix Goncourt, le PG-CDV favorise un apprentissage dynamique. L'analyse porte sur la manière dont l'étude des œuvres finalistes, enrichie par des discussions, des critiques argumentées et des débats, développe l'esprit critique, l'analyse textuelle et la formulation d'arguments.

L'originalité du PG-CDV réside dans sa connexion entre l'expérience littéraire et la conscience citoyenne. Les thèmes contemporains abordés – environnement, genre, violence, identité, engagement civique – stimulent la réflexion et l'empathie, incitant les étudiants à devenir des acteurs sociaux responsables.

Nous examinerons l'évolution du rôle de l'enseignant, passant de transmetteur à facilitateur d'une pensée autonome et engagée. L'accent sera mis sur l'évaluation de l'impact de cette pédagogie expérientielle sur la formation de citoyens actifs et conscients des enjeux mondiaux. En conclusion, nous soulignerons le potentiel de ce modèle pour inspirer d'autres initiatives éducatives visant à cultiver un engagement citoyen significatif chez les jeunes.

## Dr Hugues Peters, University of New South Wales

Dr Hugues Peters is Senior Lecturer in French Studies at UNSW, Sydney. He conducts research on the acquisition of French as a second language and on language inclusivity. He integrates his research on French grammar, culture and second language acquisition into his teaching of French, promoting language inclusivity and the ethical use of machine translation and AI.

### **The teaching of determiners in a post-binary world: reconfiguration of the featural composition of the French determiner system**

Australian universities promote gender-fair language to ensure a discrimination-free learning environment, as attested in the generalisation of they. Gendered languages like French face challenges due to their binary gender system, where nouns and their satellites (determiners, adjectives...) are either masculine or feminine. Traditionally, the plural masculine form is seen as neutral, but psycholinguistic studies show it is unconsciously understood as referring to men, potentially reinforcing male stereotypes. To counter male biases, strategies of feminisation (using doublets: les étudiants-MASC-PL et étudiantes-FEM-PL, or contracted forms: étudiant-es-MASC-FEM-PL) and neutralization (using collective terms: la clientèle instead of les clients) are employed. However, these strategies do not fully address non-binarity: feminisation reinforces gender differentiation, and neutralization is limited by the lack of epicene terms.

LGBTQIA circles have coined post-binary neo-forms, such as the pronoun iel(s) for non-binary people and mixed-gender groups. This presentation will focus on neo-forms within the system of determination: articles (un.e, lae) and possessive determiners (maon...), examining how it forces a reorganisation of the current system. The adoption of these neo-forms would ultimately constitute a radical epistemological break. It is hoped that this linguistic re-examination integrating functional neo-forms within the morphosyntax of French will contribute to the implementation of new pedagogical practices.

## **NGUYEN Thi Kim Thanh, l'Université Phenikaa**

NGUYEN Thi Kim Thanh, née le 16 avril 1968, est une enseignante de français passionnée, forte de plus de trente ans d'expérience. Elle est professeure non seulement à l'Université Phenikaa mais également à l'Institut français de Hanoï (IFV) et membre active du jury DELF-DALF. En septembre 2024, elle a été l'une des quatre représentantes vietnamiennes au Congrès de la Fédération Internationale des Professeurs de français organisé à Bucarest. En dehors de ses compétences académiques, elle s'investit dans des activités bénévoles et artistiques, offrant des cours gratuits aux étudiants en difficulté.

## **Étude contrastive du langage de la génération Z franco-vietnamienne et développement de supports pédagogiques en FLE**

Dans un monde numérique en perpétuelle évolution, la Génération Z bouleverse les normes traditionnelles de communication. Influencés par les réseaux sociaux, les jeunes développent un langage numérique original, créatif, et souvent transgressif. Cette recherche propose une étude contrastive des pratiques discursives numériques de jeunes locuteurs en France et au Vietnam afin de mettre en lumière les spécificités linguistiques, pragmatiques et culturelles de leurs usages.

Notre objectif est double : analyser des productions authentiques issues de journaux, de divers réseaux sociaux (TikTok, Facebook, Instagram, forums...) et intégrer ces résultats à des dispositifs innovants en Français Langue Étrangère (FLE), avec une attention particulière pour les étudiants de l'Université Phenikaa.

Notre méthodologie s'appuie sur une approche comparative qualitative rigoureuse. Elle inclut la constitution de deux corpus diversifiés issus des réseaux sociaux (TikTok, Facebook, Instagram, forums, etc.), complétés par des articles écrits par les jeunes, des entretiens et questionnaires auprès d'étudiants franco-vietnamiens. L'analyse se concentre sur les éléments linguistiques (abréviations, emprunts, néologismes, changements de code), pragmatiques (intentions communicatives, humour, identité numérique) et culturels (valeurs, références, normes implicites) du discours observé.

Les retombées attendues concernent la création de supports didactiques motivants et contextualisés : vidéos, blogs, projets collaboratifs, etc. En articulant rigueur scientifique et créativité pédagogique, cette recherche vise une appropriation active et authentique du français par les jeunes.

Mots-clés : Génération Z – Étude contrastive – langage numérique – FLE – supports didactiques

## Dr Sonia Wilson, University of Sydney

Dr Sonia Wilson is Senior Lecturer in French Studies and International and Comparative Literature. She is currently working on two research projects. The first focuses on personal effects, their persistent mobility and the new orders of affective association made possible when they emerge in fresh social and cultural contexts. She is also part of a wider multi-lingual team seeking to mobilise Australia's considerable and under-utilised non-English language resources in order to rethink migrant and settler history. (ARC DP "Opening Australia's Multilingual Archive", 2021-2024, extension 2025).

## Discarded diaries and other things: tweeting, time work and mattering in Clara Beaudoux's "Madeleine project"

"Memory", as Andreas Huyssen has noted, is not only "a matter of mind but of matter itself." In 2013 when journalist Clara Beaudoux moved into a new apartment and went downstairs to store her larger items, she found the basement already occupied. Boxes, old suitcases, odd-looking appliances, bundles of papers and a mouldy mattress filled it from wall to wall. Upon contacting the previous tenant's only surviving relative, she was told she could do as she pleased with the basement's contents. In November 2015, she began opening boxes and tweeting – hashtag Madeleineproject. In 2017, four series of tweets were collated and published as a book, fêted in the French media as a "new literary object". For Beaudoux, tweeting works as sorting: posting photographs of small, metal objects or curious-looking contraptions and calling for their identification is one of the means by which she negotiates "the movable border between archive and rubbish", determining what matters and how and possibly clearing a few inches of floor. Mattering – investing objects with fresh affective value or historical significance by treating them otherwise – is part of the performance of commemoration: the lock of hair that becomes a bracelet for the bereaved; the child's shoe in a Holocaust museum case. This paper sets out to explore the following questions: can these tweets be seen as a form of remembering? If so, how do the affordances of twitter intersect with the sensory pressures exercised by these objects in the formation of a memory community?

## Dr Cherrie Prosser

Dr Cherie Prosser, Assistant Director, Strategy and Transformation (Collection) at the National Library of Australia will provide an overview of the insights to be obtained from the Patrick Walters Collection held at the National Library of Australia. This presentation will be of interest to postgraduate students and early career researchers and their supervisors seeking insights into the social history of the First World War and especially those who are seeking military history books, newspaper articles and letters in languages other than English which are important and ever relevant primary and secondary sources. Prosser completed her PhD on a French and British comparison of poster propaganda at the University of Sheffield, UK.

## **Beyond the Big Picture, Symbols of nationalism legitimising the domestic narratives in First World War in propaganda**

In writing on First World War propaganda, the transnational experience of the First World War continues to offer an important source of social history to be examined through the propaganda that drove military campaigns. Recent exploration of social perspectives of the First World War in wartime France have expanded the historical understanding of propaganda beyond bold nationalistic themes. This analysis of selected printed material from the NLA's Patrick Walters Collection (primarily French propaganda from the First World War) will demonstrate how the presence of nationalistic motifs also created legitimacy for a more intimate and socially diverse historical perspectives of the conflict. This paper will argue that in the creation of propaganda, there were artists who reached beyond familiar iconographic symbols to invite the viewer to consider more intimate experiences, such as encouraging private reflection by featuring soldier's letter writing or farewells. The use of cultural value to communicate power during the First World is not unique to this war, nor necessarily does it belong to 'a' single place.

Consequently, poster propaganda offers the capacity for the transnational reading of particular dominant motifs in the representation of war experiences in France and Australia. The National Library's collection offers an opportunity to invite the ASFS audience to discover how international propaganda was often used to connect and assemble dispersed social groups through relatable social messages contained within FWW Ephemera such as the propaganda poster. Understanding Australia's connection to international propaganda in the First World War through the distribution of British Propaganda during the conflict and French propaganda immediately following the conflict is relevant for the critical interpretation of the impact, and also connection modern and future propaganda material. This research provides important historical context to challenge the way we read war propaganda, which are so often interpreted as sole conveyers of nationalism.

# Session 3 – French Media (Day 2 | 15:30 – 17:00)

Jeudi 11/12 – X205

## Dr Yuri dos Anjos, Victoria University of Wellington

Dr Yuri dos Anjos teaches French and Intercultural Communication at VUW. His research explores the cultural and literary history of textual media. He published a book on Marcel Proust in 2018 and is currently working on a book about the cultural history of handwriting in nineteenth-century France.

## Materiality and Language Learning: Project-Based Practices in the French Classroom

This presentation explores how concrete, media-rich projects can serve as powerful tools to engage students in learning French, while fostering autonomy and moving beyond traditional, standardized assessment methods. Drawing on the action-based approach (C. Puren) and pedagogical insights from the history of the book and media (notably M. Pangallo and E. Todd), I have developed a series of classroom projects that actively involve students in the production of concrete/material objects—including posters, magazines, and podcasts—using both written and spoken French.

These projects not only stimulate creativity and collaborative learning but also foreground the materiality of language use—inviting students to consider the physical and performative dimensions of communication. In a context where language education is increasingly digitized and standardized, these approaches offer a counterbalance that values tangible outcomes and learner agency. The presentation will share practical examples, student feedback, and reflections on implementation, with the aim of encouraging educators to embrace multimodal and project-based tasks in language teaching. Ultimately, this presentation will highlight how the integration of material media can reinvigorate the classroom and support more meaningful, learner-centered experiences.

# Invited Presentations (Day 3 | 10:45 – 12:15)

Vendredi 12/12 – C122

## Dr Carolyn Stott

Dr Carolyn Stott est Senior Lecturer and Chair, French and Francophone Studies, dans la School of Languages and Cultures à l'Université de Sydney. Sa recherche actuelle se concentre sur la pédagogie des langues, en particulier sur l'intégration de l'intelligence artificielle générative dans les salles de classe universitaire, ainsi que ses implications pour l'enseignement et l'apprentissage.

### **Au secours, Lola ! L'intelligence artificielle générative comme outil facilitateur de l'apprentissage du FLE**

Depuis novembre 2022, notre métier a connu une transformation radicale. L'avènement de l'intelligence artificielle (IA) générative marque un tournant irréversible. Les défis inhérents à l'utilisation de l'IA dans l'enseignement du Français Langue Étrangère (FLE) – notamment les préoccupations relatives à l'évaluation, à l'intégrité académique, et au délestage cognitif (McKenna, 2024 ; Corbin et al, 2025 ; Cassidy, 2023 ; Kohnke et al., 2023) – sont bien connus. Ma focalisation aujourd'hui sera davantage portée sur les bénéfices que cette technologie offre pour optimiser l'apprentissage de nos apprenants.

L'ubiquité de l'IA générative requiert que les institutions universitaires intègrent cette technologie de manière judicieuse dans leurs programmes d'enseignement, tout en formant les étudiants à une utilisation critique et éthique de ces outils. Cette préparation est essentielle pour les armer face à un marché du travail de plus en plus enclin à adopter l'IA et à valoriser ceux qui savent en maximiser les bénéfices (Bitá, 2025 ; Selenko et al., 2022).

La question cruciale qui émerge consiste à déterminer la manière la plus efficace et appropriée d'incorporer l'IA générative dans nos modules universitaires de FLE. L'objectif est triple : optimiser l'apprentissage de la langue française chez nos étudiants, réduire les risques de fraudes académiques lors des évaluations et, parallèlement, favoriser l'émergence d'une approche critique vis-à-vis de cette technologie.

Pour répondre à deux de ces objectifs – c'est-à-dire l'optimisation de l'apprentissage du FLE et l'émergence d'une approche critique vis-à-vis de l'IA, j'exposerai une méthode d'écriture que j'ai mise en œuvre dans mes classes universitaires de FLE. Pour répondre au troisième objectif – à savoir la réduction de fraudes académiques lors des évaluations, je réfléchirai ensuite à des méthodes d'évaluation qui minimisent les problèmes de fraudes académiques provoqués par IA.

*Même si l'arrivée d'IA générative a bouleversé notre métier, l'objectif ultime de notre enseignement n'a pas changé : renforcer l'acquisition du français par nos étudiants, les encourager à devenir des apprenants autonomes et indépendants (Lubbe et al, 2025 ; Kohnke, 2023) et les préparer à la vie professionnelle au-delà de l'université.*

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# Invited Presentations (Day 3 | 10:45 – 12:15)

Vendredi 12/12 – C122

## Dr Mark Tutton

Mark Tutton est Senior Lecturer en études françaises et francophones à l'University of Technology Sydney, où il coordonne le programme de langue et de culture françaises. Sa recherche porte sur la didactique du français langue étrangère ainsi que sur la linguistique française, en particulier la sémantique de l'espace.

Selon le Digital Education Council (2024), 86 % des étudiants utilisent l'intelligence artificielle dans le cadre de leurs études. Dans le domaine des langues, des outils comme Google Translate, DeepL ou ChatGPT offrent à l'apprenant un « enseignant virtuel » toujours disponible et à l'écoute. Quel avenir, dès lors, pour les cours de langue à l'université?

Cette intervention propose une réponse fondée sur la théorie de l'auto-détermination (Self-Determination Theory, Ryan & Deci, 2000, 2017) et, plus précisément, sur l'un de ses trois besoins psychologiques fondamentaux : le besoin de « relatedness ». Cette perspective permet de mettre en lumière l'importance des interactions sociales entre apprenants ainsi que les limites des outils d'IA lorsqu'il s'agit de construire un common ground partagé (Clark, 1996).

Je présenterai ensuite une approche en cinq étapes visant à valoriser l'apport de l'intelligence artificielle tout en préservant le caractère unique de la classe de langue (Tutton & Cohen, 2025). Cette approche se veut pragmatique et accessible, et vise à aider les enseignant(e)s à adapter leur pédagogie avec souplesse face à l'émergence rapide des nouvelles formes d'IA.

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# Table Ronde IA (Day 3 | 13:15 – 14:45)

Vendredi 12/12 – C122

## Intervenant·e·s

Dr Barbara Hanna, The University of Queensland

Ms Harini Kalansuriya, The University of Sydney

Dr Hugues Peters, The University of New South Wales

Dr Clara Sitbon, The University of Sydney

Dr Marie-Laure Vuaille-Barcan, The University of Newcastle

## L'Intelligence Artificielle dans l'Enseignement du Français à l'université: Défis, Opportunités et Perspectives Pédagogiques

L'émergence des outils d'intelligence artificielle transforme radicalement le paysage éducatif contemporain. Dans le domaine de l'enseignement des langues étrangères, et particulièrement du français langue étrangère (FLE), cette révolution technologique soulève des questions fondamentales sur nos pratiques pédagogiques, nos méthodes d'évaluation et notre rapport à l'apprentissage.

Cette table ronde réunit des enseignants-chercheurs et praticiens qui ont expérimenté ou qui souhaitent expérimenter l'intégration de l'IA dans leurs cours de français à l'université. L'objectif est de partager nos expériences, d'analyser les enjeux institutionnels et pédagogiques, et d'esquisser des perspectives d'avenir pour notre discipline.

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