Conference Proposal Writing in ELT: Focus on IATEFL

Tatiana Barysheva

July 2025

Executive Summary

The unit of study outlined below is designed to teach a targeted group of Language for Specific Purposes (LSP) learners—English language lecturers and tutors from Russian universities—the genre of the conference proposal, using a Systemic Functional Linguistics (SFL) genre-based approach (Martin & Rose, 2008; Rothery, 1996).

As part of their professional development, these lecturers are increasingly expected to present at international English-medium academic conferences, such as the International Association of Teachers of English as a Foreign Language (IATEFL) Conference. To do this successfully, they need to write effective, persuasive conference proposals in English. Many, while experienced in teaching and holding an upper-intermediate to advanced level of English proficiency (CEFR B2–C1), have limited exposure to authentic academic English and little experience with the proposal genre. In addition to writing skills, the unit aims to increase their awareness of international academic norms and build confidence in contributing to global English Language Teaching (ELT) conversations.

Informed by these considerations, I would use semi-structured interviews and surveys focused on their professional goals, prior writing experience, and familiarity with academic genres. The conference proposal was selected as it addresses their need to engage in international academic discourse and aligns with institutional goals for global engagement.

The conference proposal is a key genre in the global English Language Teaching (ELT) community. Its purpose is to inform and persuade, presenting the goals and relevance of a session to reviewers and potential attendees. Conference proposals often follow a problem-solution structure (Hoey, 1983; 2001), identifying an issue, proposing a solution, and showing its potential benefits. They also balance formal academic language with an

Tatiana Barysheva

accessible, engaging style, depending on the audience (Thornbury, 2017). As Feak and Swales (2011) note, successful academic writing involves attention to audience expectations, rhetorical purpose, and strategic language use to position the writer within a discourse community. Developing expertise in this genre supports institutional goals of enhancing international collaboration and academic mobility for Russian university staff.

This unit adopts the Teaching and Learning Cycle from the Sydney School (Rothery, 1996), providing scaffolding through Building the Field, Joint Deconstruction of model texts, Joint Construction of new texts, and Independent Construction of individual proposals (Martin & Dreyfus, 2015). Using a model text—a successful IATEFL proposal by Sandy Millin (2014)—learners analyse the genre's structure and key language features. Through scaffolded activities, they progress from guided analysis to collaborative writing, and ultimately to producing proposals suitable for submission to international conferences.

Unit of Study (Instructional Guide)

The following section outlines the instructional sequence used to teach the genre of the conference proposal to the target LSP community, following the Teaching and Learning Cycle (Rothery, 1996; Martin & Rose, 2008). The unit is structured to provide explicit genre instruction, scaffolded practice, and opportunities for learners to produce authentic texts aligned with their professional development goals.

Learning Outcomes

By the end of the unit, learners will be able to:

- Identify and describe the conference proposal genre (purpose, audience, and typical staging) in the international ELT context.

Tatiana Barysheva

- Analyse key lexico-grammatical features of effective proposals.

- Apply key lexico-grammatical features features to produce an engaging and coherent title, abstract, and summary.

- Compose a complete conference proposal that meets genre expectations, conference guidelines, and audience needs.

The following teaching sequence provides scaffolded learning activities designed to help learners achieve these outcomes.

Session 1 - Building the Field

The unit begins by building learners' understanding of the conference proposal genre within the international ELT community. This session aims to activate learners' prior knowledge and develop a shared understanding of the purpose, audience, and discourse community expectations of the genre.

The session opens with a lead-in discussion in groups in which learners reflect on their previous experiences with conference proposals and identify common challenges when writing abstracts in English.

> **Teacher's notes**
>
> - Have you written a conference proposal before? What challenges did you face?
> - What do you think makes a proposal successful?

Next, learners analyse real Calls for Proposals (CFPs) from international (e.g. IATEFL) and local ELT conferences. In small groups, they examine these CFPs to identify: the target

Tatiana Barysheva

audience, the types of presentations invited, the expected tone and style, and any formatting or content requirements.

This stage involves both the analysis of authentic conference materials and guided, interactive discussion, ensuring that it provides a content-rich and engaging session that effectively prepares learners for the explicit genre and language analysis in the next stage of the unit. Authentic CFPs will be provided from relevant international ELT conferences. During CFP analysis, the teacher will guide learners with questions about the purpose, audience, genre expectations, selection criteria, professional values reflected in the conference guidelines and support learners in connecting these expectations to their own professional contexts.

Tatiana Barysheva

Teacher's notes

1. Purpose and audience

- Who is the target audience of this conference?
- Who will be reading and reviewing the proposals?
- What is the main purpose of the conference? (e.g. sharing research? practical teaching ideas? networking? professional development?)
- What do the organisers want presenters to contribute to the conference?
- What do they expect attendees to gain from the presentations?

2. Genre expectations and structure

- What kind of sessions does the conference invite? *(e.g. talk, workshop, forum, tech-in, etc.)*
- What sections or components must a proposal include? (e.g. title, abstract, summary, session format, target audience, bio)
- How long should the abstract be?
- What should the summary include? Who will read it?
- What kind of tone and style is appropriate for this conference?
- Are there any themes or preferred topics stated in the CFP?

3. Selection criteria

- What criteria will the reviewers use to select proposals?
- What qualities make a strong proposal according to this CFP?
- What kinds of mistakes or weaknesses might lead to rejection?

4. Professional identity and discourse community

- What does this CFP tell you about the values and priorities of this conference community?
- What kind of professional identity is expected or encouraged in the proposals? (e.g. expert? collaborative teacher? researcher? practitioner?)
- How does this conference relate to your own professional goals?

Tatiana Barysheva

The activity continues with small-group discussion, where learners first brainstorm the first

steps in preparing a conference proposal.

> **Teacher's notes**
>
> 1. **Prompting reflection on challenges**
>   Now that you've looked at the CFPs, what do you think are the first steps a speaker should take when preparing a conference proposal?
>
>   *(Elicit ideas —e.g. choosing a topic, checking session types, identifying audience, reviewing selection criteria)*

After this initial discussion, learners are introduced to the *Guidelines for Preparing a*

Conference Proposal (see Appendix 1), which highlight typical first steps and common

expectations for writing a conference abstract (adapted from Sowell, 2019).

Learners compare their own ideas to these guidelines, identifying any additional

considerations or common pitfalls. The teacher circulates to guide discussion and prompts

groups to connect their observations from the CFP analysis and guidelines to their own

professional contexts and experiences.

> **Teacher's notes**
>
> 1. **Prompting reflection on challenges**
>   What are some of the common challenges teachers face when writing a proposal — especially in English for an international audience?
>
>   *(Elicit: language barriers, uncertainty about structure, tone, professional positioning, selecting what to include, matching the conference theme, confidence in writing in academic English)*
>
> 2. **Linking to discourse community**
>   How does understanding the discourse community of the conference help you write a stronger proposal?
>
>   *(Guide learners to see that understanding the values, norms, audience expectations, and professional identity of this international ELT community helps them make more effective rhetorical choices — what to emphasise, how to position themselves, what tone to use)*

By the end of this phase, learners will have developed a shared understanding of the

conference proposal genre and its relevance to their professional goals. This provides a

Tatiana Barysheva

strong foundation for the next stage of the unit, where they will move to explicit analysis of genre structure and linguistic features.

Session 2 – Joint Deconstruction - Genre Staging and Linguistic Features Analysis

This session supports learners in developing an explicit understanding of both the structure and linguistic resources of the conference proposal genre.

The session begins with a brief review of the purpose and audience of the conference proposal genre, drawing connections to the CFPs analysed in Session 1.

Teacher's notes

1. Let's start by reviewing what we discussed last time when we analysed some real Calls for Proposals.
   - What do most conferences expect from a proposal?
   - What kinds of sections or components did you notice in the CFPs we looked at?
   - Do all conferences ask for the same sections? What differences did you notice?
   - Who reads these proposals? What kind of audience is this text written for?

2. Now think about this audience:
   - What are they looking for in a proposal?
   - What expectations do they have about style, tone, and content?

3. Let's list a few key points.

(Elicit key ideas from learners and write on the board: e.g. audience = reviewers & conference participants; purpose = to inform and persuade; tone = professional but engaging.)

Then learners work in small groups to analyse the model text (Appendix 3 — Millin, 2014). Learners work to identify the internal staging within each section — particularly within the Abstract and Summary. Using guided questions, they analyse and label the purpose of each stage or move. Learners are also encouraged to consider how these features function grammatically within clause structure (see Appendix 5), supporting a deeper understanding of how language choices realise genre purposes.

Tatiana Barysheva

After group analysis, learners compare their staging decisions with another group and make any changes before comparing them to an Annotated model text (provided as an answer guide, see Appendix 4). A class discussion follows, focusing on how the identified structure reflects typical problem-solution patterns and meets the expectations of conference reviewers and audiences (Hyland, 2004).

In the second part of the session, learners focus on analysing key linguistic and grammatical features of the genre (Appendix 5).

Tatiana Barysheva

Drawing on examples from the model text, learners explore:

- Nominalisation (Derewianka, 2022): condensing information for clarity and formality.

- Modality (Hyland, 2004): managing stance and audience engagement.

- Personalisation (inclusive pronouns, anecdotes): building connection with the audience.

- Cohesion (Halliday & Hasan, 2013): ensuring textual coherence.

- Evaluative language and positioning (Hyland, 2004; Martin & White, 2005): projecting professionalism and alignment with the ELT community.

Learners identify and discuss examples of these features in the text, with teacher guidance.

This helps learners see how language realises communicative purpose.

The session concludes with a brief whole-class reflection, where learners summarise key insights about the structure and language of the conference proposal genre. This reflection prepares them to apply these insights in the targeted writing practice of Session 3.

Session 3 – Joint Deconstruction - Targeted Practice: Title, Abstract, and Summary Development

Tatiana Barysheva

This session focuses on practical application, helping learners develop control over key sub-components of the conference proposal: Title, Abstract, and Summary.

To support this process, learners are introduced to a Conference Proposal Checklist (Appendix 6), adapted from Sowell (2019) and IATEFL Guidelines. The checklist helps them apply genre expectations and linguistic features in their writing and continues to be used for self- and peer-assessment in later sessions.

The teacher plays an active facilitative role throughout, offering guidance and prompting learners to reflect on how their language choices fulfil communicative purposes. Each activity concludes with a whole-class discussion to consolidate learning.

1. Title Development

The title is a key element in academic genres, especially in conference proposals. It should clearly signal the session's focus while engaging reviewers and participants (Hyland, 2004). Effective titles balance clarity, specificity, and appeal.

Learners work in pairs or small groups to generate titles for sample abstracts with the original titles removed (Appendix 7). After drafting, they compare their versions with peer suggestions and the original title. A class discussion follows to identify features of effective academic titles and explore their rhetorical impact.

> **Teacher's notes**
>
> 1. We'll start today with titles — an important part of a conference proposal, because it's the first thing reviewers and participants see.
>
> 2. Look at the sample abstracts (Appendix 6). In your groups, write a possible title for each one.
>
> 3. When you're ready, we'll reveal the original title and compare. What makes an effective title? Let's discuss.
>   *(Elicit features of effective titles: clarity, engagement, alignment with topic and audience.)*

Tatiana Barysheva

2. Abstract Improvement

The abstract performs both informative and persuasive functions. It outlines the presentation's purpose and demonstrates its value to reviewers (Swales, 1990; Hyland, 2004). A well-staged abstract plays a key role in proposal acceptance.

Learners work in groups to improve weak abstract samples (Appendix 8). Using the checklist, they analyse structure, clarity, and language use, then rewrite each abstract collaboratively. Groups share their revisions and discuss strategies, with teacher feedback highlighting effective staging and language choices.

> **Teacher's notes**
>
> 1. Next, we'll practise improving abstracts. You'll work with examples of weaker abstracts (Appendix 7).
>
> 2. In your groups, use the Checklist to help you analyse the abstract: What is missing? What could be improved?
>
> 3. Rewrite the abstract together — improve both the structure and the language.
>
> 4. Then compare your version with another group's version — what did you do similarly? What is different? Why?

3. Summary Development

The summary consolidates the proposal's core message and often follows a problem–solution structure common in academic and professional writing (Hoey, 2001). It offers space to elaborate on context, relevance, and intended outcomes.

Learners work in pairs or groups to complete one or more scaffolded tasks:

- Reorder a scrambled summary (Appendix 9)

- Complete a gap-fill summary with clues (Appendix 10)

- Write a new summary using guided prompts (Appendix 11)

Tatiana Barysheva

These tasks support genre awareness and controlled practice of key language features.

Learners then compare their versions, using the checklist to reflect on staging, coherence, and appropriateness.

Teacher's notes

1. Now let's turn to the Summary — often overlooked, but a very important part of the proposal.

2. Work in small groups. Choose one or more tasks (depending on time and learner needs):
   - Try reordering a scrambled summary to reconstruct its logical flow — this will help you recognise how ideas are staged. (Appendix 8)
   - Complete a gap-fill version using clues — this is good for thinking carefully about language choices, transitions, and key vocabulary. (Appendix 9)
   - Or write your own summary from scratch using guided prompts — this gives you a chance to apply everything you've learned so far in a structured but creative way. (Appendix 10)

3. When you finish, compare your version with another group and use the Checklist to reflect on what works well and what could be improved.

Each group shares one example of their work (title, abstract, or summary) during a whole-class sharing session. Peers give feedback using the checklist, and the teacher highlights effective strategies and addresses any uncertainties.

The session concludes with a short reflection activity, where learners summarise key takeaways and prepare for the collaborative writing in Session 4 – Joint Construction.

Session 4 – Joint Construction

In this collaborative phase of the unit, learners work in small groups to jointly produce a complete draft of a conference proposal for a mock ELT conference, applying the genre structure, moves, and linguistic features explored in previous sessions. To ensure consistency with the genre model used in the unit (Millin, 2014), the Mock ELT Conference Brief has been adapted from the English Australia Conference 2025 theme and guidelines and

Tatiana Barysheva

restructured to align with the typical staging of international ELT conference proposals (Title, Abstract, Summary) used in the target discourse community (see Appendix 12).

At the start of the session, learners review the key information covered in previous sessions, including the model text, genre structure, and key linguistic features. This ensures that they can consciously apply this knowledge during the drafting process.

> **Teacher's notes**
>
> Let's begin by reviewing the key stages and language features we've explored. Keep these in mind as you work through your proposal and use the checklist to guide your writing.

Each group works to draft the full proposal, from title to closing evaluation, using the model text, notes from the Joint Deconstruction stage, and a conference proposal checklist to guide their writing.

> **Teacher's notes**
>
> 1. **Introduce the group writing task**
>   *Today, you'll work together to draft a full conference proposal, applying everything we've explored so far — from structure to style to key moves.*
>
> 2. **Assign groups and clarify expectations**
>   *Remember, this is a collaborative process — discuss your choices at each stage and use the checklist to keep track.*

The teacher provides active scaffolding throughout the process, prompting discussion of genre choices, supporting language development, and ensuring that the proposals reflect the genre expectations.

> **Teacher's notes**
>
> Circulate and scaffold by prompting genre awareness, supporting language, and checking progression through stages.

Tatiana Barysheva

After completing their drafts, groups conduct a self-assessment using the checklist.

Teacher's notes

Now use your checklist to review your proposal as a group — is every stage clear? Is the language appropriate for this genre?

They then exchange proposals with other groups for peer-assessment and feedback.

Teacher's notes

As you review another group's proposal, think about: Does it meet genre expectations? Is it clear and persuasive? What suggestions can you offer to help improve the proposal?

Teacher's notes

Now please share your feedback with the original group so they can use it for revision.

The session concludes with a gallery walk, where all completed proposals are displayed and reviewed. This activity promotes critical genre awareness and supports socially mediated reflection on genre choices (Hyland, 2004; Derewianka, 2022), providing learners with valuable insights to inform their independent writing in the next phase.

Teacher's notes

As you walk around, notice different ways groups have approached this genre. What rhetorical choices stand out to you?

Following the gallery walk, groups are encouraged to revise their proposals based on peer feedback and observations.

Tatiana Barysheva

The session ends with a whole-class reflection on genre choices and writing strategies, helping learners prepare for independent writing in Session 5.

Session 5 - Independent Construction

Following the collaborative drafting, feedback, and revision in Session 4, learners are now prepared to move to the Independent Construction phase. In this final phase of the unit, they independently produce a complete conference proposal in response to an authentic Call for Proposals (CFP) from a relevant ELT or education-focused conference (e.g. IATEFL, TESOL International, regional or national conferences). Where possible, a current or archived IATEFL CFP will be provided as the target text to ensure consistency with the model text used in the unit. If not available, an alternative accessible CFP will be selected to maintain genre relevance and authenticity.

Tatiana Barysheva

Each learner drafts a proposal that meets the chosen CFP's guidelines, applying the structural and linguistic features explored throughout the unit. To support independent writing, learners will also use a genre checklist (applied during Joint Construction) to self-evaluate their proposals before submission. Final versions are submitted to an internal university committee for review.

Selected proposals will be chosen for presentation at university-level professional development events, with the potential for further development for local, regional, or international conference submissions.

This staged approach provides learners with a real-world goal, builds their professional confidence, and supports institutional objectives related to academic development, mobility, and international engagement (Hyland, 2009).

Tatiana Barysheva

References

2024 IATEFL Conference digital programme. (2024, March 19). Issuu.

https://issuu.com/iatefl/docs/iatefl_2024_digital_conference_programme

Call for Proposals. (2024). Eltconf.com.

https://www.eltconf.com/eltconf25/call4proposals.html

Derewianka, B., & Primary English Teaching Association. (2022). *A new grammar companion*

for teachers (Third edition.). Primary English Teaching Association Australia.

English Australia. (2025). *2025 English Australia Conference: Call for Papers.*

https://www.eaconference.com.au/call-for-papers/

English Australia. (2025). *2025 English Australia Conference: Conference theme.*

https://www.eaconference.com.au/program/conference-theme/

English Australia. (2025). *EAC 2025 Abstract Guidelines* [PDF].

https://www.eaconference.com.au/wp-content/uploads/2024/05/EAC-2025-Abstract-

Guidelines.pdf

Feak, C. B., & Swales, J. M. (2011). *English in today's research world. 3, Creating contexts:*

writing introductions across genres. University.

Halliday, M. A. K., & Hasan, R. (2013). *Cohesion in English*. Routledge.

https://doi.org/10.4324/9781315836010

Hoey, M. (1983). On the surface of discourse. Allen & Unwin.

Hoey, M. (2001). Textual interaction: An introduction to written discourse analysis.

Routledge.

Tatiana Barysheva

How to write a conference proposal and abstract. (2022, June 6). Sandy Millin.

https://sandymillin.wordpress.com/2022/06/06/how-to-write-a-conference-proposal-

and-abstract/#examples

Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.

Hyland, K. (2009). *Academic discourse: English in a global context*. Continuum, Cop.

Longman.

IATEFL. (2021, August 3). *2021 IATEFL Conference - Presentation - How to submit a speaker

proposal*. YouTube. https://www.youtube.com/watch?v=5Gexv0fQ0dI

London, T. C. (2024). *Events - The Future of English Language Teaching Conference (FOELT)*.

Trinitycollege.com. https://resources.trinitycollege.com/foelt/events

Martin, J. R., Dreyfus, S., Maiorani, A., Starc, S., & Jones, C. (2015). Scaffolding Semogenesis:

Designing Teacher/Student Interactions for Face-to-Face and Online Learning. In

Meaning Making in Text (pp. 265–298). Palgrave Macmillan UK.

https://doi.org/10.1057/9781137477309_14

Martin, J. R., EBSCO Publishing, & White, P. R. R. (2005). *The language of evaluation :

appraisal in English*. Palgrave Macmillan.

Martin, J. R., Rose, D., & Ebooks Corporation. (2008). *Genre relations mapping culture*.

Equinox Pub.

Rothery, J., 1996. Making changes: Developing an educational linguistics. In R. Hasan & G.

Williams (Eds.), Literacy in Society. London:

Tatiana Barysheva

Sowell, J. (2019). How to write an ELT conference abstract. *English Teaching Forum*, *57*(4), 12–23. http://files.eric.ed.gov/fulltext/EJ1236136.pdf

Swales, J. (1990). *Genre analysis : English in academic and research settings*. Cambridge University Press.

Thornbury, S. (2017). About language tasks for teachers of English. Cambridge Cambridge University Press.

Tatiana Barysheva

Appendix 1

Sample Guidelines for Preparing a Conference Proposal

(Adapted from Sowell, 2019)

Guideline Category	Description / Example
Deciding what to present	Presenters may either (1) prepare a presentation first and then find a suitable conference, or (2) choose a target conference and then design the presentation to fit the conference theme and audience.
Understanding proposal requirements	Read the Call for Proposals carefully — terminology and abstract requirements vary. Some conferences require one abstract; many require two (a longer abstract for review, and a shorter version for the programme). Always follow submission guidelines closely, as failure to do so may result in rejection.
Time allotment	Ensure the planned content is suitable for the allocated presentation time. A proposal that tries to cover too much will likely be rejected. Example: A narrowly focused presentation (Example B) is more likely to succeed than a broad, unfocused one (Example A).
Audience	Ensure the content is appropriate for the intended audience (e.g. young learners, higher education, refugee/immigrant populations, in-service teachers, ELT professionals, etc.).
Average length of key components	Conference abstract: usually 300 words or fewer; Abstract summary: ~50 words; Title: generally no more than 12 words. Requirements vary by conference.
Length considerations	Stay close to the word limit. Research shows that more fully developed abstracts (longer, but within limits) are often more successful.
Other frequently required components	Biodata (usually ~50 words); keywords; sometimes statements about originality or prior submission.
Recycling proposals	Some conferences specify that proposals should not be simultaneously submitted to other conferences. Check each CFP for specific rules.

Tatiana Barysheva

Appendix 2

1.

THE 36TH IATEFL BESIG ANNUAL CONFERENCE
3-5 NOVEMBER 2023

CALL FOR PROPOSALS

**The official guidelines for speakers at the
IATEFL BESIG Annual Conference**

GENERAL INFORMATION

Thank you for your interest in submitting a speaker proposal for the 2023 IATEFL BESIG Conference. The conference will take place at SpOrt Stuttgart, Fritz-Walter-Weg 19, 70372 Stuttgart, Germany from 14:00 CET on Friday, 3 November to 14:00 CET Sunday, 5 November. The theme of this year's conference is "Business Intelligence".

Only members of IATEFL BESIG can give a presentation or hold a workshop. You may submit a proposal if you are not a member, but you will need to join IATEFL BESIG to be included as a speaker in the programme. All speakers will be required to register for the conference. The call for proposals is open until Friday, 30 June 2023.

Please click here if you wish to become a member of IATEFL BESIG.

CONFERENCE THEME AND DATES FOR SUBMISSIONS

This year's conference theme is "Business Intelligence," which plays on the buzz surrounding Artificial Intelligence. We invite proposals that explore the role of business English training in developing and enhancing business intelligence. We are primarily (but not exclusively) interested in proposals that address the following topics:

1. Business English training in the age of digital transformation: Leveraging technology to create more engaging, practical, and personalised content for learners in business English classes.
2. Remote work and discourse communities: Investigating the impact of remote work on discourse communities, and the role of business English trainers in supporting effective communication in virtual workplaces.
3. Evaluating learning impact: Sharing insights and best practices on how to evaluate the learning impact of business English training, including the use of AI-powered assessment tools.
4. The role of business English in promoting positive social change and sustainable practices.

The deadline for submitting a proposal is Friday, 30 June 2023 at 16:00 UK time.

You will be contacted by email to confirm whether or not your proposal has been successful. Notification of acceptance of proposals will take place between 17 and 20 July. The deadline for speakers to confirm their participation is Monday, 31 July at 16:00 UK time.

You will not be added to the programme until you register and pay the conference fee. Only members of IATEFL BESIG can give a presentation or hold a workshop. You may submit a proposal if you are not a member, but you will need to join IATEFL BESIG to be included as a speaker in the programme.

A link to the registration page will be sent in the confirmation of acceptance and in emails to members about the event. You must register and pay the conference fee by Monday, 31 July at 16:00 UK time to be included in the programme.

GUIDELINES FOR SUBMISSIONS

You may submit a proposal for a talk, a workshop or a commercial presentation. Your abstract should be no longer than 500 characters including spaces, and should accurately reflect what you are going to talk about, and your chosen topic should ideally be related to the conference theme.

Please select which type of session you would like to hold:
- talk (30 minutes) – select this option if you wish to inform delegates about your topic.
- workshop (45 minutes) – select this option if you intend to involve the audience actively with discussions and tasks. You must attach a 250-word workshop outline to the submission.
- commercial session (30 minutes) – select this option if you are sponsored or promoting a product or service. Additional fees will apply. Please contact andreea.nechifor@besig.org for more information about the fees.

Please ensure that:
- you are explicit about whether you are offering a presentation or workshop which is personal or commercial/sponsored
- you have catered for the level of knowledge of your audience
- your session is of some practical use for the delegates. If your talk is mainly theoretical, include a consideration of the practical issues and implications that it raises
- your audience can apply your experience to their own context. This is especially important if you are describing a course, project or product, or if your presentation relies heavily on a description of your local situation
- if you are presenting a personal research project, your research should either be completed or a significant phase of it should be completed, to enable you to present rather than talk about general issues
- you include a bio (250 characters with spaces) and a photo.

Please ensure your abstract and title accurately represent the session you will be giving at the conference.

The IATEFL BESIG
First Time Speaker Scholarship

This scholarship is for a first time speaker at the annual IATEFL BESIG Conference. It is intended to encourage our fellow business English professionals to share their valuable experience and knowledge with the community. It is an ideal opportunity to actively participate in this dynamic, well-established conference and showcase what you're made of. In return, you benefit both professionally and financially.

To qualify you must:
- have been a member of IATEFL BESIG for at least six months
- have participated in IATEFL BESIG activities (e.g. contributed to the monthly discussion topic on Facebook, have written a post for the IATEFL BESIG blog or an article for the newsletter, attended a webinar or online weekend workshop organised or participated in a local event)
- agree to give a presentation or lead a workshop on an aspect of teaching business English at the IATEFL BESIG Annual Conference 2023
- write up your conference experience for the next edition of Business Issues.

To be considered you should:
- submit a 250-word summary outlining how you became involved in teaching, why you enjoy it and how you found out about IATEFL BESIG
- send a recent photo
- write a short bio of 30 words or less
- submit your proposal for your presentation or workshop by Friday, 30 June 2023 at 16:00 UK time.

All applicants, including the winner, will be contacted by 20 July 2023 by the IATEFL BESIG Committee whose decision is final.
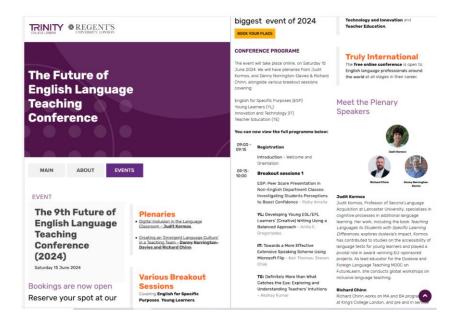
The award consists of:
- **a year's membership to IATEFL, including BESIG**
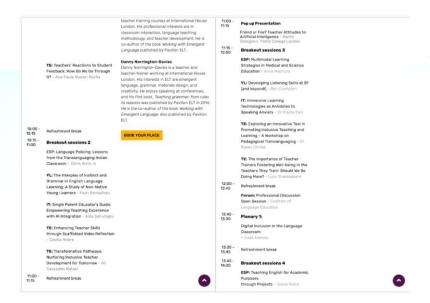- **waived registration for the annual IATEFL BESIG Conference**
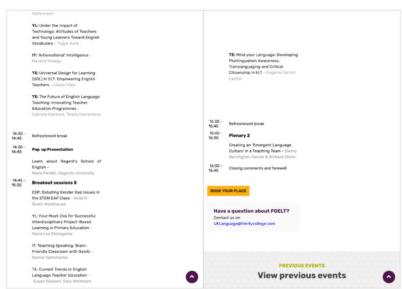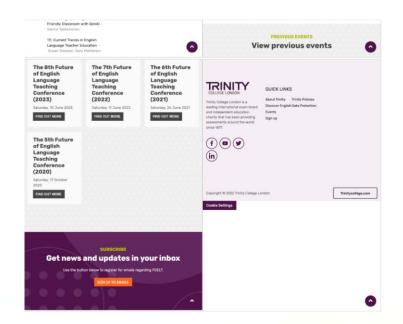- **a grant of 750GBP**

(*Call for Proposals*, 2024)

Tatiana Barysheva

2.

(*Call for Proposals*, 2024)

3.

Tatiana Barysheva

TE: Teachers' Reactions to Student Feedback: How Do We Go Through It? - Ana Paula Biazon Rocha

BOOK YOUR PLACE

10:00 - 10:15	Refreshment Break
10:15 - 11:00	**Breakout sessions 2**
	ESP: Language Policing: Lessons from the Translanguaging Indian Classroom - Chris Alvin, A
	YL: The Interplay of Instinct and Grammar in English Language Learning: A Study of Non-Native Young Learners - Fazri Ramadhan
	IT: Single Parent Educator's Guide: Empowering Teaching Excellence with AI Integration - Aida Sahutoglu
	TE: Enhancing Teacher Skills through Scaffolded Video Reflection - Cecilia Nobre
	TE: Transformative Pathways: Nurturing Inclusive Teacher Development for Tomorrow - Ali Ceszadeh Mataki
11:00 - 11:15	Refreshment break

11:00 - 11:15	**Pop up Presentation**
	Friend or Foe? Teacher Attitudes to Artificial Intelligence - Martin Oztegenn, Trinity College London
11:15 - 12:00	**Breakout sessions 3**
	ESP: Multimodal Learning Strategies in Medical and Science Education - Anna Machura
	YL: Developing Listening Skills at B1 (and beyond) - Ben Crompton
	IT: Immersive Learning Technologies as Antidotes to Speaking Anxiety - Dr Prajna Pani
	TE: Exploring an Innovative Tool in Promoting Inclusive Teaching and Learning - A Workshop on Pedagogical Translanguaging - Dr Raees Unnisa
	TE: The Importance of Teacher Trainers Fostering Well-being in the Teachers They Train: Should We Be Doing More? - Lucy Shakespeare
12:00 - 12:45	Refreshment break
	Forum: Professional Discussion Open Session - Coalition of Language Education
12:45 - 13:30	**Plenary 1:**
	Digital Inclusion in the Language Classroom - Judit Kormos
13:30 - 13:45	Refreshment break
13:45 - 14:30	**Breakout sessions 4**
	ESP: Teaching English for Academic Purposes through Projects - Joyce Vieira

---

Fettermann

YL: Under the Impact of Technology: Attitudes of Teachers and Young Learners Toward English Vocabulary - Tuğçe Vural

IT: 'Artiemotional' Intelligence - Mariana Hidalgo

TE: Universal Design for Learning (UDL) in ELT: Empowering English Teachers - Liliana Vidal

TE: The Future of English Language Teaching: Innovating Teacher Education Programmes - Gabriela Kleckova, Tereza Havrankova

14:30 - 14:45	Refreshment break
14:30 - 14:45	**Pop up Presentation**
	Learn about Regent's School of English - Maria Perdiki, Regents University
14:45 - 15:30	**Breakout sessions 5**
	ESP: Debating Gender Gap Issues in the STEM EAP Class - Anila R. Scott-Monkhouse
	YL: Four Must-Dos for Successful Interdisciplinary Project-Based Learning in Primary Education - Maria Luz Etchegaray
	IT: Teaching Speaking: Brain-Friendly Classroom with GenAI - Ganna Tashchenko
	TE: Current Trends in English Language Teacher Education - Susan Dawson, Gary Motteram

TE: Mind your Language: Developing Plurilingualism Awareness, Translanguaging and Critical Citizenship in ELT - Eugenia Canion Canton

15:30 - 15:45	Refreshment break
15:45 - 16:30	**Plenary 2**
	Creating an 'Emergent Language Culture' in a Teaching Team - Danny Norrington-Davies & Richard Chinn
16:30 - 16:45	Closing comments and farewell

BOOK YOUR PLACE

Have a question about FOELT?
Contact us on
UKLanguage@trinitycollege.com

TRINITY
COLLEGE LONDON

QUICK LINKS

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877.

About Trinity   Trinity Policies
Discover English Data Protection
Events
Sign up

SUBSCRIBE
Get news and updates in your inbox
Use the button below to register for emails regarding FOELT:
SIGN UP TO EMAILS

(London, 2024)

Tatiana Barysheva

IATEFL Harrogate 2014: Stepping into the real world: transitioning listening

Abstract

"I've studied English for years, but I can't understand anyone!" This was a common complaint from my students on arrival in the UK. This workshop aims to introduce you to practical activities and materials you can use to help students transition from understanding scripted listening materials to feeling comfortable with real-world English.

Summary

Listening is the skill we use most in a second language. We have to understand speakers in many different contexts, of different ages, genders, levels of education, and with a range of accents, both native and non-native. However, this is rarely reflected in the classroom, where listening tends to be focussed on other students in class or on scripted coursebook recordings in 'standard' forms of English, mostly spoken by young to middle-aged adults (or overly excited children in the case of young learner materials!). Teachers also tend to focus on testing comprehension, rather than on teaching better listening skills. This results in students lacking confidence in their listening abilities and/or lacking knowledge of how to approach listening in the real world.

The aim of this workshop is to introduce and try out a range of activities and materials which you can use in your classroom to teach listening, rather than testing it. Some of the principles discussed will be based on John Field's Listening in the Language Classroom (Cambridge 2008), as well as my own experience in the classroom and as a second language learner. The workshop will also look at how you can make the listening you use in the classroom reflect the real world as much as possible. Finally, participants will be given the chance to share activities and materials which have worked for them, as well as discussing how to apply the activities from the workshop to their own contexts.

Tatiana Barysheva

Appendix 4

Annotated Genre Stages and Functions: Model Conference Proposal (Millin, 2014)

Title	
Stepping into the real world: transitioning listening	To inform the potential audience about the content of the session
Abstract	
Identifying a situation	
"I've studied English for years, but I can't understand anyone!" This was a common complaint from my students on arrival in the UK.	To set the context To connect with the audience
This workshop aims to introduce you to practical activities and materials you can use to help students transition from understanding scripted listening materials to feeling comfortable with real-world English.	To inform about the purpose of the session (informative function) To persuade delegates about the usefulness of the content (persuasive function)
Summary	
Presenting a problem	
Listening is the skill we use most in a second language. We have to understand speakers in many different contexts, of different ages, genders, levels of education, and with a range of accents, both native and non-native.	To demonstrate the relevance of the issue
However, this is rarely reflected in the classroom, where listening tends to be focussed on other students in class or on scripted coursebook recordings in 'standard' forms of English, mostly spoken by young to middle-aged adults (or overly excited children in the case of young learner materials!).	To introduce the problem

Tatiana Barysheva

Teachers also tend to focus on testing comprehension, rather than on teaching better listening skills.	
This results in students lacking confidence in their listening abilities and/or lacking knowledge of how to approach listening in the real world.	To explain the negative impact of the problem
Proposing a solution	
The aim of this workshop is to introduce and try out a range of activities and materials which you can use in your classroom to teach listening, rather than testing it.	To propose a solution
Some of the principles discussed will be based on John Field's Listening in the Language Classroom (Cambridge 2008), as well as my own experience in the classroom and as a second language learner. The workshop will also look at how you can make the listening you use in the classroom reflect the real world as much as possible.	To provide credibility and authority to the proposed solution
Evaluation	
Finally, participants will be given the chance to share activities and materials which have worked for them, as well as discussing how to apply the activities from the workshop to their own contexts.	To encourage participants' self-reflection and feedback

Text source: https://sandymillin.wordpress.com/2022/06/06/how-to-write-a-conference-proposal-and-abstract/#examples

Tatiana Barysheva

Appendix 5

Annotated Conference Proposal: Linguistic Features and Grammatical Functions

Colour Code Scheme		
Metaphorical expressions	References	Negative Evaluative Language
Nominalisation	Active verbs	*Hedging expressions*
Personal anecdote (framing move)	Modality (strong assertion)	inclusive language
Direct quote	Infinitive Verbs	inclusive pronouns
Attributive adjectives (within noun groups)	Diversity and inclusion references	
Professional terminology (field-specific)	Direct address	

IATEFL Harrogate 2014: Stepping into the real world: transitioning listening

Abstract

"I've studied English for years, but I can't understand anyone!" This was a common complaint from my students on arrival in the UK. This workshop *aims to* introduce you to practical activities and materials you can use to help students transition from understanding scripted listening materials to feeling comfortable with real-world English.

Summary

Listening is the skill we use most in a second language. We have to understand speakers in many different contexts, of different ages, genders, levels of education, and with a range of accents, both native and non-native. However, this is rarely reflected in the classroom, where listening *tends to* be focussed on other students in class or on scripted coursebook recordings in 'standard' forms of English, mostly spoken by young to middle-aged adults (or

Tatiana Barysheva

overly excited children in the case of young learner materials!). Teachers also *tend to* focus on testing comprehension, rather than on teaching better listening skills. This results in students lacking confidence in their listening abilities and/or lacking knowledge of how to approach listening in the real world.

The aim of this workshop is to introduce and try out a range of activities and materials which you can use in your classroom to teach listening, rather than testing it. Some of the principles discussed will be based on John Field's Listening in the Language Classroom (Cambridge 2008), as well as my own experience in the classroom and as a second language learner. The workshop will also look at how you can make the listening you use in the classroom reflect the real world as much as possible. Finally, participants will be given the chance to share activities and materials which have worked for them, as well as discussing how to apply the activities from the workshop to their own contexts.

Grammatical Functions

The annotated linguistic features in the model text contribute to meaning through their specific roles in clause structure. For example:

- Nominalisations typically function as Participants (Subjects or Objects) or as part of complex Noun Groups, allowing dense information packaging and more formal tone.

- Personal anecdotes and Direct quotes often function as Evidence or Framing devices, introducing interpersonal meaning and positioning.

- Modality (hedging, boosting) is realised through Adjuncts (e.g. "tend to," "can"), influencing the Interpersonal Meta function and managing stance.

- Cohesive devices (Reference, Conjunctions) act as textual resources that create logical connections across clauses and stages of the text.

Tatiana Barysheva

- Attributive adjectives and professional terminology function as Modifiers within Noun Groups, contributing to precision, authority, and evaluative stance.

- Active verbs (Material or Mental Processes) foreground agency and action, supporting reader engagement and clarity of purpose.

Tatiana Barysheva

Appendix 6

Conference Proposal Checklist

(Adapted from IATEFL Guidelines and Sowell, 2019)

Checklist Item	Yes	No	Notes
1. Does the proposal meet all formatting and content requirements (e.g. word count, structure, anonymity)?	☐	☐	
2. Does the proposal include all required components: Title, Abstract, and Summary?	☐	☐	
3. Is the Title informative and engaging, and does it clearly reflect the session content?	☐	☐	
4. Does the Abstract clearly explain the purpose, focus, and content of the session?	☐	☐	
5. Does the Abstract highlight the innovation, relevance, or practical value of the session?	☐	☐	
6. Is the session clearly situated in the ELT field and relevant to the conference theme?	☐	☐	
7. Is the Summary clearly structured and does it outline what will happen in the session (content + format)?	☐	☐	
8. If it's a workshop or panel, does the Summary explain participant interaction or time allocation?	☐	☐	
9. Does the proposal use appropriate academic and professional language (e.g. nominalisation, clarity, stance)?	☐	☐	
10. Is the tone professional, confident, and appropriate for a reviewer audience?	☐	☐	
11. Is the text cohesive and free from grammatical, spelling, or mechanical errors?	☐	☐	
12. Does the proposal avoid unnecessary abbreviations, symbols, quotations, or acronyms?	☐	☐	

Tatiana Barysheva

Abstracts for Title Writing Practice (Teacher Version)

1. **Practical steps toward teacher wellbeing through mindful management**

Teacher wellbeing has been a hot topic in ELT in recent years, whilst at the same time English teaching, particularly in the private sector, is increasingly precarious and depreciated in value as a profession. This talk seeks to outline some practical ways in which managers and administrators can positively impact teacher wellbeing in their language teaching organisation.

2. **Are ELT materials writers born or made?**

Despite materials writing being a key teaching skill, few teachers ever receive any formal training. In this talk, we assess the challenges that teachers face and define the skills they need to develop. We also suggest ways in which trainers and mentors might support this development by drawing on our own experiences of running a course in writing ELT materials.

3. **Walking in someone else's shoes: teachers and students together**

Often teachers do things and students have to accept it, because that's the way it is. But the best educators see things from their students' point of view. It's difficult, though. We are not them. Often there's a big distance. So how can we ascertain their point of view? What does and doesn't work? Do WE need to change?

4. **Lifting the lid on engaging, effective video and audio resources**

Flexible, well-supported, learner-centred audio and video content raises interest, enhances input and improves learning outcomes. Identifying elements which generate learner

Tatiana Barysheva

engagement and scaffold meaningful, personalised language development is key both to producing and exploiting these powerful resources. We'll explore resources, course approaches and teaching techniques that harness their potential, including case studies from the BBC, national broadcasters and Sensations English.

5. The psychology of second language pronunciation learning/teaching

Learning how to pronounce an L2 is more complicated than learning other motor skills: the actions involved are invisible, and there is extensive interference from L1 pronunciation in both production and perception. No wonder students struggle! But clear thinking (1) about the difficulties involved and (2) about how skills are learnt successfully, points to how we can teach better.

(*2024 IATEFL Conference Digital Programme*, 2024)

Tatiana Barysheva

Appendix 8

Abstract Improvement Task: Sample Weak Abstracts

Abstract 1 – Vague and Unfocused

In this presentation, I'll talk about some activities I've done in my classroom. These activities were fun and useful for my students, and I think other teachers might like them too. I'll show how I did the activities and talk about why they worked well. It's suitable for all types of students and levels.

Problems:
- *No clear context or problem*
- *Lacks specificity*
- *No staging (no summary or proposed outcomes)*
- *Tone too informal*

Abstract 2 – Overly Technical and Dense

The session will evaluate affective filtering in intermediate L2 listening processing by applying multilayered task-based audio input, with references to Krashen's Input Hypothesis, Vandergrift's metacognitive cycle, and multiple response methodologies. Attendees will examine data sets related to learner uptake across controlled interventions.

Problems:
- *Too dense and academic without explanation*
- *No clear practical outcome or session purpose*
- *Missing human audience connection*
- *Doesn't follow the typical problem–solution staging*

Abstract 3 – Disorganised and Wordy

Teachers usually focus a lot on grammar, but vocabulary is also important. In this workshop, participants will see how vocabulary can be integrated into lessons more. Examples will be shown and explained. There will also be time for questions at the end, and it should be a good session.

Tatiana Barysheva

Problems:
- *Vague problem statement*
- *Weak justification for the session*
- *Unclear structure*
- *Language lacks academic tone or persuasive function*

Abstract 4 – Narrative without Clear Proposal (IATEFL, 2021)

Becoming an English teacher in XXX is a complex process and certainly not a linear journey.

Drawing on my personal stories as a child, as a pupil, and as a pre-service English teacher, I

could see that the journey has been a site of struggles and has been influenced by various

factors such as the socio-cultural, economic and political context in XXX.

Problems:
- *Too personal/narrative-focused without a clear session aim*
- *Lacks audience orientation — no sense of who the session is for*
- *No structure, proposed activities, or takeaways*
- *No persuasive or informative function as a conference proposal*

Tatiana Barysheva

Appendix 9

Reordering Task: Conference Proposal Summary (Scrambled Version)

I will discuss the teachers' role in promoting learner autonomy and delivering PSP, how it influences the way that we teach our non-PSP lessons, and how it fits into the overall structure of the school.

This talk will begin by looking at how PSP is similar to and different from a SAC, and how IH Newcastle has implemented and developed it.

What teachers do have is knowledge of the language acquisition process and of the best way to use resources available to learners.

The Personal Study Programme (PSP) is an alternative to the Self-Access Centre (SAC), combining elements of more traditional teaching with autonomous study.

As well as learner training in the classroom, what else can we do?

It is well-known that teachers should teach learners HOW to learn, not just WHAT to learn.

This is particularly true now that students have easy access to so much English online, and teachers are no longer always their first port of call for information about language.

Most importantly, I will examine what exactly students gain from participating in PSP, based on feedback gathered from students at International House Newcastle.

I will also consider what changes we can make to PSP to continue improving the programme in the future.

Answer Key

It is well-known that teachers should teach learners HOW to learn, not just WHAT to learn.

This is particularly true now that students have easy access to so much English online, and

teachers are no longer always their first port of call for information about language. What

teachers do have is knowledge of the language acquisition process and of the best way to

use resources available to learners. Through this, they can help students become more

effective learners. As well as learner training in the classroom, what else can we do?

The Personal Study Programme (PSP) is an alternative to the Self-Access Centre (SAC),

Tatiana Barysheva

combining elements of more traditional teaching with autonomous study. This talk will begin by looking at how PSP is similar to and different from a SAC, and how IH Newcastle has implemented and developed it. I will discuss the teachers' role in promoting learner autonomy and delivering PSP, how it influences the way that we teach our non-PSP lessons, and how it fits into the overall structure of the school. Most importantly, I will examine what exactly students gain from participating in PSP, based on feedback gathered from students at International House Newcastle. I will also consider what changes we can make to PSP to continue improving the programme in the future.

(Adapted from How to Write a Conference Proposal and Abstract, 2022)

Tatiana Barysheva

Appendix 10

Gap-Fill Activity: Summary (with Clues)

Complete the summary below using the clues provided. Each blank represents one or more words. Think about structure, logic, and genre features.

For the last year I have been using _____ (1) to share materials, online activities and other links with students to extend work done in class. However, based on a survey I did at the end of the academic year, only _____ (2) of the students have taken advantage of these materials.

As a result, I decided to research the factors that _____ (3) students' use of online materials, as well as testing in-class activities and strategies that might increase this usage.

In this session, I will present the results in four parts:

1. A list of characteristics shared by students who _____ (4) online materials;

2. A corresponding list for those who are more _____ (5);

3. A summary of the types of online materials that students find most _____ (6);

4. Practical classroom strategies to help reluctant students start _____ (7) online materials.

By the end of the session, you should leave with both _____ (8) and _____ (9) to help more students benefit from the range of online materials available.

Clues:

1. Name of the platform (a Facebook-like educational tool).
2. Fraction or portion indicating limited engagement.
3. Verb meaning "affect" or "shape."
4. Verb phrase showing habitual positive behaviour.

Tatiana Barysheva

5. Adjective showing hesitation or lack of action.

6. Adjective meaning helpful or relevant.

7. Verb meaning "make use of" or "benefit from."

8. A word meaning "data" or "results."

9. A word meaning "motivation" or "encouragement."

Answer Key

For the last year I have been using **Edmodo** (1) to share materials, online activities and other links with students to extend work done in class. However, based on a survey I did at the end of the academic year, only **about half** (2) of the students have taken advantage of these materials.

As a result, I decided to research the factors that **influence** (3) students' use of online materials, as well as testing in-class activities and strategies that might increase this usage.

In this session, I will present the results in four parts:

1. A list of characteristics shared by students who **regularly use** (4) online materials;

2. A corresponding list for those who are more **reluctant** (5);

3. A summary of the types of online materials that students find most **useful** (6);

4. Practical classroom strategies to help reluctant students start **exploiting** (7) online materials.

By the end of the session, you should leave with both **information** (8) and **inspiration** (9) to help more students benefit from the range of online materials available.

(Adapted from How to Write a Conference Proposal and Abstract, 2022)

Tatiana Barysheva

Appendix 11

Guided Summary Writing Task

Conference Proposal Context

Title

Examining the Impact of a Low-Level of Teacher L2 Proficiency

Abstract

What impact does a teacher's low level of L2 proficiency have on their students' learning? What strategies can low-level teachers use to maximise L2 use in class? When should they use L1? Is methodology or language development more essential for teachers? My experience teaching Polish informs my thoughts on these issues, relevant to anyone working with low-level English teachers.

(Write a Conference Proposal and Abstract, 2022)

Task: Write the Summary

This summary is intended for conference reviewers, not the general programme audience. It should clearly show the session's academic and practical value.

Use the Conference Proposal Checklist (Appendix 5) to guide your writing.

Guided Prompts (Based on IATEFL Summary Guidelines):

1. What will your session focus on?

   - Clearly state what the session is about.

   - Don't repeat your title or abstract — focus on providing new, specific information.

2. What content will you include?

Tatiana Barysheva

- Outline exactly what you will talk about, show, or demonstrate.

- What examples, experiences, or research will you share?

3. How will your session be structured and delivered?

   - Is it a talk, workshop, or panel?

   - Will it include interactive elements or group work?

   - How much time is allocated for tasks or audience participation (especially for workshops)?

4. What should reviewers know about the relevance of your session?

   - How does your topic address a current issue or challenge in ELT?

   - What will participants gain from attending?

5. Other tips based on the guidelines:

   - Avoid long references (if needed, keep them short and essential).

   - Don't include biodata or repeat content from the abstract.

   - Use clear, professional, and concise language.

Model Summary

Summary

The talk will cover how and why we decided that it was appropriate for me, with my relatively low level of Polish and as a non-native speaker, to teach the beginner lessons at our school.

I aim for the lessons to include as much Polish as possible. I will talk about the extra preparation I have to do before lessons to achieve this and compensate for my level, as well as how I continue to work to improve my own knowledge of Polish, modelling this for my

Tatiana Barysheva

students. I will cover the interplay of English and Polish in lessons and how it has changed as my level has improved, and as I teach the same lesson for a second time having reflected on which classroom language I lacked the first time round. The talk will also detail some of the compensatory strategies I use in class to reduce the amount of language I have to use, while still providing as much exposure as possible to my students.

My Polish students are all English teachers at our school, and I will also include their reflections on the lessons from the perspective of both their teaching and their language learning.

Finally, I will reflect on how my experience might be similar and different to intermediate-level English speakers teaching the language, and what they and their trainers or managers might be able to learn from my experience. This will include training they may benefit from to counter gaps in their language knowledge.

(Write a Conference Proposal and Abstract, 2022)

Tatiana Barysheva

Mock ELT Conference Brief

Adapting, Evolving, Leading: Innovations in ELT Practice

Conference Theme
This mock conference invites proposals that explore how English language educators are adapting to new challenges, evolving their teaching practices, and leading innovation in the field of English language teaching. Proposals should align with the conference theme Adapting, Evolving, Leading and address current trends, emerging issues, or innovations in ELT.

Relevant topics may include:
- Innovations in teaching and learning
- Integrating new technologies (e.g. Generative AI)
- Responding to changing student needs and learning environments
- Inclusive and flexible pedagogy
- Professional leadership and collaboration
- Assessment for learning

Target Audience
ELT professionals, language teachers, teacher educators, curriculum designers, researchers.

Presentation Type
Workshop (50 minutes) or Standard Talk (30 minutes).

Proposal Structure
1. Title — Max. 12–15 words
2. Abstract — ~50–60 words (program blurb)
3. Summary — ~250–300 words (full proposal for reviewers)

Selection Criteria
- Alignment with conference theme
- Relevance to current issues or innovations in ELT
- Clear pedagogical or methodological grounding
- Clear purpose and audience awareness
- Persuasive presentation of relevance and value for participants

(adapted from English Australia Conference 2025 theme and guidelines)

Tatiana Barysheva