



**SELCS Annual Conference 2026**

**Transformations and Innovations in  
Language, Education, and Lifelong  
Learning**

**2<sup>nd</sup> - 4<sup>th</sup> July 2026**

**University of Warwick  
Coventry, United Kingdom**





## Welcome

On behalf of the SELCS Annual Research Conference Organising Committee, it is our great pleasure to welcome you to the 2026 SELCS Annual Research Conference at the University of Warwick.

This year's conference brings together postgraduate researchers, early-career researchers, academics, colleagues, and students from across disciplines to share ideas, engage in meaningful discussion, and celebrate the diverse research taking place within and beyond SELCS. We are delighted to host contributions from postgraduate and early career researchers whose work represents the next generation of thought leadership in education, language studies, and lifelong learning. Their participation enriches the conference with fresh perspectives, methodological innovation and critical reflections grounded in lived experience, interdisciplinary engagement and global contexts.

The conference provides an important space for intellectual exchange, collegial support and interdisciplinary dialogue. It is designed not only as a platform for presenting research, but also as an opportunity to ask questions, build connections, receive constructive feedback and reflect collectively on the role of research in addressing complex social, cultural, educational and global challenges.

Across the conference programme, delegates will have the opportunity to attend a range of presentations, discussions and networking activities. We encourage all attendees to actively participate, support fellow researchers, and engage with sessions beyond their immediate areas of expertise. We hope the conference will offer a welcoming and stimulating environment for both experienced presenters and those sharing their work for the first time.

We would like to express our sincere thanks to everyone who has helped make this conference possible. We are especially grateful to our keynote speakers, presenters, moderators, volunteers and delegates for generously sharing their time, expertise and energy. We also extend our appreciation to the academic and professional services staff who have supported the planning and organisation of the conference.

Finally, we thank all delegates for joining us. Your participation, enthusiasm and collegiality are what make this conference meaningful. We hope you find the event inspiring, supportive and enjoyable, and we look forward to welcoming you throughout the conference.

**Warmest welcome,  
SELCS Annual Conference 2026 Organising Committee**



## Table of Contents

● Conference Overview.....	3
● Attending and Presenting at the Conference.....	4
○ Hybrid Participation Guidelines.....	4
○ Online and Hybrid Session Code of Conduct.....	4
○ Instructions for Joining Hybrid Sessions.....	5
○ Presentation Format and Guidance.....	8
○ Instructions for Sharing Your Screen (Online Presenters Only) .....	8
● Conference Schedule Overview.....	11
○ Day 1   Thursday, 2 July 2026   Schedule Overview.....	11
○ Day 2   Friday, 3 July 2026   Schedule Overview... ..	12
○ Day 3   Saturday, 4 July 2026   Schedule Overview.....	14
● Keynote Speakers.....	15
● Panel Sessions.....	20
● PGR Research Showcase.....	31
● Workshops.....	33
● Detailed Parallel Sessions Schedule.....	37
○ Day 1   Thursday 2 July 2026.....	38
○ Day 2   Friday 3 July 2026.....	39
○ Day 3   Saturday 4 July 2026.....	41
● Detailed Lightning Talks Sessions Schedule.....	42
○ Day 1   Thursday 2 July 2026.....	43
○ Day 3   Saturday 4 July 20241.....	43
● Poster Session.....	44
○ Day 3   Saturday 4 July 2026.....	44
● Diversity, Inclusivity and Accessibility.....	46
● Venue Information.....	48
● Conference Dinner and Post-Conference Activities.....	49
● Book of Abstracts.....	50





## Conference Overview

**Core theme:** Transformations and Innovations in Language, Education, and Lifelong Learning

This conference brings together researchers to explore new ideas, address global challenges and advance education, language and communication practices. Participants will engage with topics spanning innovative research methods, inclusive educational practices, multilingual communication, lifelong learning, educational policy and technology-mediated change.

### Conference Sub-Themes

**Research Methods, Innovation and Technology:** Conventional and emerging research methods, methodological innovation and the role of new technologies in shaping research design, data collection and analysis.

**Inclusion, Equity and Social Justice in Education and Communication:** Equitable educational practices, accessibility, inclusive communication, social justice, inclusive learning and special education.

**Language, Identity and Multilingual Practices:** The interplay between language, culture and identity, including multilingual communication practices and diverse linguistic contexts.

**Lifelong Learning, Professional Development and Informal Education:** Learning across the lifespan, adult and lifelong learning, professional development, technology-mediated informal learning and intersectional experiences.

**Education Systems, Policy and Global Change:** Teaching practices, pedagogy, education policy, educational reform, sustainability and responses to global challenges across education sectors.





## Attending and Presenting at the Conference

Physical rooms at the Westwood Teaching Centre will also be accessible online via Microsoft Teams.

Presenters and attendees may participate online or in person, in accordance with their registration and agreed-upon mode of attendance. All delegates are encouraged to support an inclusive and collegial conference atmosphere, whether attending on campus or remotely.

Recording of conference sessions is not permitted.

### Hybrid Participation Guidelines

- Each room will have a moderator and a Teams link.
- Online participants are encouraged to use the Microsoft Teams desktop app for the best experience.
- Microsoft Teams can be accessed through Google Chrome or Microsoft Edge. Safari is not recommended.
- Audience members may ask questions in person by raising a hand or online using the Teams hands-up function or chat.
- Online delegates are encouraged to turn on their camera if they are comfortable doing so.
- Delegates registered for one-day or two-day attendance should access the conference only on the day(s) covered by their ticket, unless otherwise arranged.

### Online and Hybrid Session Code of Conduct

- To help ensure that all online and hybrid sessions run smoothly and respectfully, all delegates are asked to follow the guidance below.
- Please note that **audio recording, video recording, screen recording, photography, or taking screenshots of sessions and presentations is not**





## Day 3 | Saturday 4 July 2026

10:30 – 11:50	Room 1 ( <a href="#">WT0.03</a> )	Room 2 ( <a href="#">WT0.04</a> )	Room 3 ( <a href="#">WT0.05</a> )	Room 4 ( <a href="#">WT0.06</a> )
10:30 – 10:50	<p>Induction for Retention? The Influence of Induction Experiences on Teacher Retention within a Teaching School Hub</p> <p style="text-align: right;">Luke Jackson</p>	<p>Exploring Learner Autonomy in a Saudi Higher Education Institution Through the Lens of Critical Realism</p> <p style="text-align: right;">Mohammed Aldaghmani</p>	<p>Leading Change Across Cultures: Female Leadership and Organisational Communication in the Transformation of a Shark-Fishing Community</p> <p style="text-align: right;">Tiara Salsabilla</p>	<p>Decolonising Language Education in India: A Transformation of English Language Pedagogy</p> <p style="text-align: right;">MD MONAEM HOSSAIN</p>
10:50 – 11:10	<p>Developing a Localized Multimodal Teaching Framework for English: The Case of an Integrated Laboratory School</p> <p style="text-align: right;">Luciela Jailani et al.</p>	<p>Exploring the Development of Relationships between Chinese Visiting Scholars and UK Mentors through the Lens of the Capabilities Approach</p> <p style="text-align: right;">Rui ZHANG</p>	<p>Rethinking Support for Care-Experienced Students in Higher Education: Insights from a Qualitative Study</p> <p style="text-align: right;">Khristina Koshmanova</p>	<p>Language in English Education in South Asia: Policy, Practice and Innovation</p> <p style="text-align: right;">MD MONAEM HOSSAIN</p>
11:10 – 11:30	<p>The Interplay Between Systematic Reflective Practice and Research-Informed Practice</p> <p style="text-align: right;">Fatemeh Azimитарaghdari</p>	<p>From Hybrid Classrooms to Lifelong Learning Ecosystems: A Conceptual Framework for Educational Digital Twins</p> <p style="text-align: right;">Daniele Duscovich</p>	<p>Shared Voices, Shared Humanity: Youth Performing Care, Solidarity and Resistance Across Borders</p> <p style="text-align: right;">Haneen Jadallah</p>	<p>English Language Education Coping with Global Changes: A Study of 21st Century Kerala Policies and Textbooks</p> <p style="text-align: right;">Ameya M R</p>
11:30 – 11:50	<p>Reimagining Greek Heritage Language Education: Home Tutoring and Sociocultural Identity</p> <p style="text-align: right;">Antonia Gkioka</p>	<p>Evolutionary Perspectives on Discourse Markers in Cyber-Pragmatics: Between Dialogical Silence and Filler Expressions</p> <p style="text-align: right;">Sashka Jovanovska</p>	<p>A Sama Tabawan Kissa-Based Framework for Teaching English Narration: Integrating Indigenous Oral Literature</p> <p style="text-align: right;">Alyana Jane Nuluddin et al.</p>	<p>Teaching Career Intentions of Teacher Education Students in Indonesia: A Study of Two Study Programmes</p> <p style="text-align: right;">Titik Ulfatun</p>





Day 3 | Saturday 4 July 2026 | Room: [WT0.04](#) | Time: 11:30 – 11:50

*Evolutionary Perspectives on Discourse Markers in Cyber-Pragmatics: Between Dialogical Silence and Filler Expressions*

### Sashka Jovanovska

Goce Delcev University, Stip, North Macedonia  
Faculty of Philology

Sub-theme: Research Methods, Innovation and Technology

#### Abstract

This study aims to clarify the synchronic and diachronic status of discourse markers as a pragmatically grounded linguistic category within cyber-communication. It investigates their functional and developmental relationship with silence and filler expressions in order to distinguish these phenomena conceptually and linguistically. By examining discourse-level change, the study seeks to contribute to theories of language evolution and support the development of functional grammatical models capable of accounting for discourse phenomena.

This study employs a qualitative, corpus-based methodology combining synchronic and diachronic approaches to the analysis of discourse markers in cyber-communication. The primary dataset consists of a private corpus of 600 instant messaging conversations conducted via Hangouts, Facebook Messenger, and WhatsApp, supplemented by data from the Macedonian Web Corpus (mkWaC) as a reference corpus. The analytical framework integrates conversation analysis, pragmatics, discourse analysis, philosophy of language, and functional approaches to grammar to examine the communicative and developmental aspects of discourse markers.

The study is expected to demonstrate that discourse markers constitute a pragmatically grounded linguistic category with identifiable synchronic and diachronic functions in cyber-communication. Findings are anticipated to clarify their developmental relationship with silence and filler expressions, contributing to a more precise conceptual distinction between these phenomena. The research is also expected to reveal discourse-level evolutionary processes and provide a theoretical-methodological framework for analysing communication in digital environments.

**Keywords:** discourse markers, cyber-communication, pragmatics, discourse analysis, language evolution

#### Biography

Dr. Sashka Jovanovska is an Associate Professor in the Department of English Language and Literature at the Faculty of Philology, Goce Delcev University, Stip, North Macedonia. Her academic expertise lies in Language Sciences (Linguistics), with particular research interests in Applied Linguistics, English Studies, pragmatics, sociolinguistics, discourse analysis, and media communication. She teaches undergraduate and postgraduate courses in English Syntax, English Semantics, English Sociolinguistics, and Text Linguistics. Since 2023, she has also been teaching English Language at the Military Academy “General Mihailo Apostolski” in Skopje. In addition to her teaching and research activities, Dr. Jovanovska has extensive experience as a translator, interpreter, and invited speaker at national and international conferences, seminars, and symposia. She has participated in numerous international research collaborations, academic mobility programmes, and professional training initiatives at partner institutions abroad. Dr. Jovanovska serves as a reviewer and editorial board member for several international peer-reviewed journals. Her publications include journal articles, book chapters, a scholarly monograph, and university textbooks in linguistics.



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