



SELCS Annual Conference 2026

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

2nd - 4th 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**



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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 1 | Thursday 2 July 2026 | Room: WT0.06

Time	Title	Presenter
15:30– 15:40	Podcasting for Professional Learning: Lessons from Engaged Language Teachers	Matthew W. Turner
15:40– 15:50	The Gatekeeper Effect: How IELTS Washback is Failing Learners in Uzbekistan's Private Language Centres	Shoira Safayeva
15:50– 16:00	Assessing the Effectiveness of ChatGPT in Enhancing English Proficiency Among ESL Learners	Maida Maqsood
16:00– 16:10	English Speaking Anxiety among Turkish University Students	İrem Çiflikli
16:10– 16:20	Audience Engagement as Discourse: Extending Critical Discourse Analysis to Platform-Mediated News on WeChat	Minghao Hu
16:20– 16:30	TBA	Shizhuo Hu

Day 3 | Thursday 4 July 2026 | Room: WT0.06

Time	Title	Presenter
14:10– 14:19	Developing Teacher Agency for Inclusive EFL Pedagogy: A Longitudinal Multiple-Case Study of UDL Adoption, Adaptation, Continuity, and Abandonment in a Researcher-Facilitated PD Cycle	Ali Caszadeh Matakı & Assoc. Prof. Dr. Sibel Ersel
14:19– 14:28	CQ for Students: Cultural Intelligence in Action	Adam Mountford
14:28– 14:37	The Cognitive, Social, and Academic Effects of Early Second Language Acquisition in Young Children	Zeynep Bal
14:37– 14:46	Managerial Coaching and Organisational Power	Rehan Javed
14:46– 14:55	The Comprehension of Negation: A Comparative Analysis of English- and Macedonian-Speaking Preschool Children	Sashka Jovanovska
14:55– 15:04	Research Course Elements That Matter: Perspectives of Vietnamese MA TESOL Students	Van Ngo
15:04– 15:13	Can Mothers Afford to Care? Street Vending, Survival and the Gendered Economy	Leeory Mapulanga





Day 3 | Saturday 4 July 2026 | Room: [WT0.06](#) | Time: 14:46–14:55

The Comprehension of Negation: A Comparative Analysis of English- and Macedonian-Speaking Preschool Children

Sashka Jovanovska

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Faculty of Philology

Sub-theme: Language, Identity and Multilingual Practices

Abstract

This study aims to investigate preschool children's comprehension of simple and complex negative constructions in Macedonian and English, with particular attention to developmental and cross-linguistic differences. By comparing children acquiring two typologically distinct systems of negation—English as a double negation language and Macedonian as a negative concord language—the research seeks to examine how linguistic structure influences the acquisition and interpretation of negation during early language development.

This study employs an experimental, comparative methodology to examine preschool children's comprehension of negative constructions in Macedonian and English. The primary data were collected from ten Macedonian-speaking preschool children aged 3 to 6;5 years, divided into two age groups (3–4 and 4;5–6;5). Participants were presented with grammatically acceptable and unacceptable simple and complex negative sentences to assess their interpretative abilities. The findings were subsequently compared with data reported by Thornton et al. (2016) on 24 English-speaking preschool children of a comparable age range.

The findings indicate age-related differences in the comprehension of negation among preschool children. Older participants demonstrated greater accuracy and efficiency in interpreting structurally complex negative sentences, whereas younger children showed stronger comprehension of simple negation but experienced considerable difficulty with more complex forms. Cross-linguistic comparison suggests that, despite typological differences between English and Macedonian systems of negation, children exhibit similar developmental patterns, with language-specific structures gradually emerging through exposure and linguistic experience.

Keywords: negation, preschool children, language acquisition, negative concord, syntactic development

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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