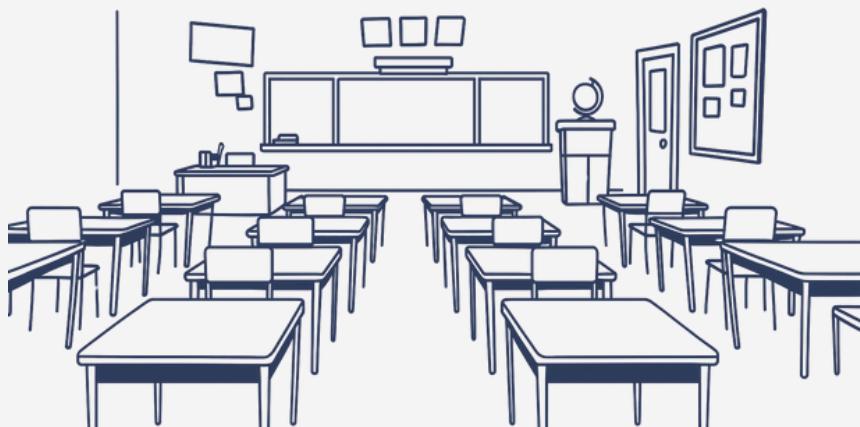


The 19th International & 55th Annual Conference of ELTAI

Lessons Taught, Lessons Learnt: Teacher and Learner Narratives

12 – 15 November 2025 (Wednesday – Saturday)

Main Auditorium, Auditorium Block,
Christ University (Central Campus), Bengaluru



Organised by
English Language Teachers' Association of India (ELTAI)

Hosted by
The Department of English and Cultural Studies
School of Humanities and Performing Arts
Christ University, Bengaluru



<https://conf2025.eltai.in>

Concept Note

Classrooms are major learning spaces and teachers' role is to facilitate student learning. Every teacher as well as learner has a story to tell – of creativity, disappointment, discovery, elation, empowerment, frustration, helplessness, success, and so on. Every story matters, every voice counts. Every narrative is a recognition of learning for teacher and learner alike. It is important to share these learnings for making teaching and learning effective.

In recent times, English language and literature classrooms have seen enormous changes, challenges, and opportunities. We need to explore approaches that not only enhance language learning but also foster critical thinking, empathy, civic and social responsibility, environmental awareness and community engagement in learners. Our classrooms must provide scope for personal experiential journeys, experiments in pedagogy and assessment, personal and professional ethics, and teachers' and learners' personal and professional growth.

Today, teaching and learning English is also impacted by technological interventions, such as generative AI, nudging teachers to reimagine the teaching-learning process, requiring them to take on new roles and responsibilities. Besides, discussions on teacher and learner identity and autonomy, and sustainable education and development require that we empower teachers and learners to narrate their experiences and learn from such narratives.

We invite you – teachers and students – to share your personal and professional interactions with other educators and learners and highlight your learning moments both inside and outside classrooms, in the changing teaching-learning environment, and we invite a variety of presentations of your narratives. We also encourage researchers, professionals in other fields, and parents to share their learning experiences (past and present), and articulate their expectations based on their experiences.

Policymakers, industry professionals, education consultants and independent researchers are also welcome to present their experiences, findings, and observations on current pedagogical practices, technology integration, interdisciplinary approaches, and community engagement.

Abstracts are invited on any original and unpublished research on all aspects of teaching-learning processes.

Key Domains

DOMAIN I: TEACHERS OF ENGLISH

Teachers are at the heart of every educational journey, shaping young minds and fostering intellectual curiosity. This domain explores evolving pedagogical practices, mentorship, and professional development in a rapidly changing educational landscape.

- From Gurukul to Google: The changing/emerging roles of teachers
- Focus on the learner and the learning process
- Technology is no substitute for the teacher
- Empowering educators: Fostering collaboration and action research
- Beyond disciplines and languages: Multidisciplinary and Multilingual approaches to teaching English

DOMAIN II: LEARNERS OF ENGLISH

The role of learners as active participants in knowledge creation is central to the educational process. This domain delves into learner engagement, motivation, and the evolving needs of students across different levels of education.

- Learners: Differently wired
- Assessing learners' progress: Beyond the scores
- Digital natives and non-natives: Technology integration with learning
- Learning spaces without boundaries
- Learning to read and reading to learn

DOMAIN III: EDUCATIONAL AND LANGUAGE POLICIES

Educational policies form the basis for curriculum design, teacher training, and student learning experiences. This domain examines the effectiveness of current policies, challenges in implementing them, and the need for reforms in language education.

- Current policies and their relevance
- The global versus local dilemma: Educational and language policies
- Integrating tradition & modernity: Revamping educational frameworks
- Building a sustainable future and making learners future-ready



Key Domains

DOMAIN IV: TECHNOLOGY IN LANGUAGE TEACHING AND LEARNING

Technology has become an integral part of modern education, redefining the way knowledge is imparted and acquired, and languages are taught and learned. This domain focuses on the role of artificial intelligence, virtual learning, virtual and augmented realities, learning management systems, and digital storytelling in language and literature classrooms.

- *Smart classrooms and beyond: Reimagining the learning environment*
- *Virtual and augmented realities: Navigating the new digital frontiers*
- *From print books to e-books: Boon or bane?*
- *AI, creativity, and literary authorship: Who owns the words?*
- *Copyright & plagiarism in the AI era: challenges for writers & educators*

DOMAIN V: THE FUTURE OF ENGLISH

With rapid globalisation and technological advancements, the future of English in India and beyond is poised for transformation. This domain speculates on upcoming trends in English language teaching and learning, the evolving nature of communication in a multilingual world, and the skills required for the workforce of 2050.

- *Assessing English proficiency: From classroom to career success*
- *Workplace communication: Navigating the labyrinth*
- *From classroom to boardroom: Translating English skills into success*
- *Literature beyond borders: The role of translation in future narratives*
- *The evolving canon: What will be read in 2050?*
- *AI as the new storyteller: Human versus machine creativity*

Please note that the provided domains are intended solely as thematic guidelines. They are suggestive and indicative, and should not be used as the titles for your papers. We encourage you to craft original titles that best reflect your unique research contributions.



Key Domains

DOMAIN VI: CONTEMPORARY NARRATIVES IN LITERATURE CLASSROOMS

Teaching and learning literatures involve engaging with stories that shape teacher and learner identities. In classrooms, narratives are not just texts to be studied but catalysts for reflection and transformation. Contemporary literary works and research challenge canons, address exclusions, and engage with pressing current concerns. Literature thus becomes a space where teachers, learners, and researchers negotiate authority, identity, and representation, and where counter-narratives can foster inclusive and sustainable futures.

- *Foregrounding diverse and resistant narratives in literature classrooms*
- *Engaging learners with counter-narratives and global challenges*
- *Lessons learnt by teachers and learners from literary encounters*
- *Research on literary texts, traditions, and new voices reshaping our society*
- *Contemporary cultures as narratives informing teaching, learning, and research*

DOMAIN VII: RETHINKING READING IN THE AGE OF AI

Reading today is shaped by the presence of large language models (LLMs). While expanding access to texts, these tools also risk reducing reading to information retrieval rather than deep engagement. In such contexts, teachers and learners must revisit what it means to read critically, creatively, and reflectively. Reading is no longer confined to print or digital texts alone; it includes interpreting multimodal content, evaluating AI-generated material, and sustaining the joy of independent and collaborative reading.

- *Critical AI literacy: Evaluating algorithmically generated texts*
- *Multimodal and digital reading practices in contemporary classrooms*
- *Extensive and collaborative reading as pathways to lifelong learning*
- *Reader identities and habits in the age of AI*
- *Inclusive initiatives for democratising reading and building a nation of readers*



Submission Guidelines

ABSTRACT SUBMISSION

- **Submission Format:** Abstracts for both paper and poster presentations are invited.
- **Originality:** The abstract must not have been submitted to a previous ELTAI Annual Conference or any other conference.
- **Title Length:** The title should not exceed 15 words.
- **Abstract Length:** The abstract must not exceed 150 words.
- **Avoid Repetition:** Do not repeat the title within the abstract or include any part of the author's biodata.
- **Deadline:** Abstracts should be submitted on or before 25 September 2025.
- **Submission Mode:** All abstracts should be submitted only through our website <https://conf2025.eltai.in>

FULL-PAPER SUBMISSION

- **Paper Length:** Full papers should be between 3000 and 4000 words in length.
- **Abstract:** Each paper must include an abstract of 150 words.
- **Format:** Use A4 size, 1-inch margins on all sides, single spacing, and 12-point Times New Roman font. Place all tables, figures, and illustrations within the text, not at the end.
- **Citation:** Use MLA 9th edition for papers on literature and cultural studies, and APA 7th edition for papers on ELT and education. Ensure accurate citation and referencing of all sources. Where applicable, include URLs for references.
- **Originality:** Submissions must be original and must not have been published or submitted elsewhere. All papers will be checked for plagiarism. Plagiarised submissions will be rejected without review.
- **Submission Mode:** Details regarding the full paper submission process will be communicated to all presenters upon payment of their registration fee.



Highlights

- Inspiring Keynotes and Plenary sessions
- Thought-Provoking Panel Discussions
- Hands-on Parallel Workshops
- Roundtable Discussions
- Symposium
- Lightning Talks
- Vibrant Cultural Events
- Sightseeing Tours
- Exhibitions
- Networking Opportunities

AWARDS

To encourage academic excellence and innovation, the conference will present awards in multiple categories:

Best Paper Presentation Awards

- College/University Faculty (2 Awards)
- School Teachers (2 Awards)
- Full-time Ph.D. Researchers (2 Awards)
- UG & PG Students (2 Awards)
- School Teachers (2 Awards)
- UG & PG Students (2 Awards)

Best Poster Presentation Awards

- School Teachers (2 Awards)
- UG & PG Students (2 Awards)

These awards recognise scholarly contribution, originality, clarity of presentation, and impact, motivating participants at all stages of their academic and professional journey.

PUBLICATIONS

The conference offers multiple prestigious avenues for publishing your research:

- **Scopus-Indexed Volume by Peter Lang** (International Publisher) – Selected papers will be peer-reviewed and included in a globally recognized volume.
- **Journal of English Language Teaching** (UGC CARE Listed) – Contribute to one of India's most established journals dedicated to ELT.
- **Journal of Teaching and Research in English Literature** (Peer-Reviewed) – Showcase your literary scholarship in a respected peer-reviewed platform.

Selected original, unpublished papers will be published **after the conference at no additional cost**.



(Scopus-indexed)



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in English Literature**

(Peer-Reviewed)

Registration Details

IMPORTANT DATES

Extended last date for abstract submission	25 September 2025
Notification of acceptance of abstracts	5 October 2025
Last date for full-paper submission	5 October 2025
Extended last date for early-bird registrations	15 October 2025
Last date for paper presenters to register	15 October 2025
Last date for regular registrations	10 November 2025
On-the-spot registrations	12 & 13 November 2025
Conference Dates	12-15 November 2025
Publication of select full papers	12 November 2025
Publication in Scopus, JELT and JTREL	After the conference

REGISTRATION FEE

Categories	Early-bird (till 15 Oct. 2025)	Regular (16 Oct. to 10 Nov.)	On-the spot (12 & 13 Nov.)
ELTAI Members Faculty/Post-Doc from India & Abroad	₹ 1800	₹ 2000	₹ 2200
Non-ELTAI Members Faculty/Post-Doc from India & Abroad	₹ 2000	₹ 2200	₹ 2400
Research Scholars	₹ 1500	₹ 1800	₹ 2000
Undergraduate and Postgraduate Students	₹ 1000	₹ 1500	₹ 1800

(Includes the certificate, conference kit, souvenir, lunch and refreshment on the conference days)

Register and pay at our website <https://conf2025.eltai.in>



Reaching the Venue

Christ University, Bengaluru is easily accessible by air, rail, metro, and road.

BY AIR

Nearest Airport:

- Kempegowda International Airport (BLR) – approx. 40 km from Christ University

From the Airport:

- **Taxi/Cab Services:** Ola, Uber, and airport-authorised taxis are readily available (travel time: up to 90 minutes).
- **Airport Shuttle:** BMTC's Vayu Vajra buses connect the airport to Koramangala and Dairy Circle, both close to Christ University.

BY TRAIN

Nearest Railway Stations:

- Bengaluru City Railway Station (SBC) - approx. 9 km
- Yesvantpur Junction (YPR) - approx. 15 km

From the Station:

- **By Metro:** From the City Railway Station purple line to majestic (that is the next stop) from there Green line and then can get down at Lalbagh or Jaya Nagar (both stations are closer to Christ University)
- **By Auto/Taxi:** Auto-rickshaws and taxis are available outside both railway stations.

BY METRO

- **Nearest Station:** Lalbagh Metro Station (Green Line) – approx. 2 km from campus
- **Other Nearby Stations:** Jayanagar and South End Circle

BY ROAD

Christ University is situated on Hosur Road and is well-served by BMTC buses and taxis. Buses from Majestic (KBS), Shivajinagar, and KR Market frequently stop near the university.

Nearby Landmarks: Forum Mall, Dairy Circle, and Koramangala

Details regarding accommodation and sightseeing can be found on our website <https://conf2025.eltai.in>



About ELTAI

The English Language Teachers' Association of India (ELTAI) stands as the largest and oldest network of English language and literature educators in the country. Established on 7 August 1969 by the visionary Padmashree S. Natarajan, ELTAI has grown into a thriving community that continues to inspire and support teachers on their journey of professional growth.



Like the resilient Indian banyan tree, ELTAI has spread its roots far and wide, evolving from a regional initiative to a nationwide movement. Today, the association proudly encompasses 6000+ members, 70+ chapters, and collaborations with over 100 institutions, as well as 12 partnering Teacher Associations abroad. Its prop roots symbolise its outreach, strengthening and expanding a canopy that nurtures the English language teaching community across India.

ELTAI is driven by a commitment to identifying and advancing homegrown approaches to English Language and Literature Teaching, which is referred to as Indian ELLT. It hosts a range of enriching programmes, including international annual conferences, seminars, workshops, webinars, and faculty development programmes (FDPs). Moreover, its intellectual contributions extend to publishing four peer-reviewed journals, providing a platform for educators to engage with cutting-edge research and innovative teaching strategies.



In 2023, ELTAI launched the India Reads movement, an ambitious initiative to rekindle the joy of reading among learners across the country. Responding to the growing dominance of visual media and the resulting decline in reading habits, India Reads aims to create a culture of lifelong reading by encouraging active engagement with books in schools, colleges, and communities.

Details regarding ELTAI membership, chapters, partnerships, India Reads and publications can be found on our website <https://eltai.in>



About Christ University

CHRIST (Deemed to be University) was born out of the educational vision of St Kuriakose Elias Chavara, an educationist and social social reformer of the nineteenth century in South India. He founded the first Catholic indigenous congregation, Carmelites of Mary Immaculate (CMI), in 1831, which administers CHRIST (Deemed to be University), which was initially established as 'Christ College' in 1969.

The UGC of India conferred Autonomy to Christ College in 2004 and identified it as an Institution with Potential for Excellence in 2006. In 2008, the HRD Ministry of the Government of India declared the institution a Deemed to be University, in the name and style of Christ University. One of the first institutions in India to be accredited in 1998 by the NAAC and subsequently in 2004, 2016, and 2022. CHRIST is currently accredited with 'A+' Grade. The University is ranked among the top 100 universities in India, at 60 in the NIRF India Ranking 2024.

The multi-disciplinary University, which focuses on teaching, research and service, offers Bachelor, Master and Doctoral programmes in humanities, social sciences, sciences, commerce, management, engineering, architecture, education, and law to about 30000+ students. The University offers its programmes at four campus locations in Bangalore in Karnataka, at Lavasa in Pune in Maharashtra, and Ghaziabad in Delhi NCR.

The Department of English and Cultural Studies is committed to fostering an intellectual climate grounded in artistic expression, critical mediation, and innovative ideation. Through its diverse academic and co-curricular initiatives, the Department promotes holistic development—emotional, academic, social, professional, and global. The Department offers undergraduate, postgraduate, and research programs with core areas of inquiry spanning literature, language, and cultural studies.

Details regarding Christ University and its academic programmes can be found on our website <https://christuniversity.in>



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For more details and regular updates, visit our conference website

<https://conf2025.eltai.in>

