

Decentring ELT: Challenges and Opportunities

The A. S. Hornby Educational Trust's 60th anniversary conference,
in collaboration with AINET and the Centre for English Language Education,
Dr. B. R. Ambedkar University Delhi
3 and 4 December 2021 Online



A. S. Hornby Educational Trust



AINET Association of
English Teachers
www.theainet.net



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DR. B. R. AMBEDKAR UNIVERSITY DELHI
CENTRE FOR ENGLISH LANGUAGE EDUCATION

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With thanks to Debbie Candy of ESOL Solutions for her invaluable support in the organization of this conference.



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Welcome from the conference co-chairs

Amol Padwad and Richard Smith

On behalf of the A. S. Hornby Educational Trust, AINET Association of English Teachers and the Centre for English Language Education, Dr. B. R. Ambedkar University Delhi, we are delighted to welcome you to the international conference 'Decentring ELT: Opportunities and Challenges', which is being held online on 3 and 4 December 2021. We are particularly pleased that this event is taking place in the 60th anniversary year of the Hornby Trust, which since 1961 has supported the professional development of English teachers via scholarships and other initiatives to improve English language education, especially in the Global South.

This conference aims to take forward an initiative the Trust launched in 2018 to deepen understanding and raise awareness of the potential value of 'decentring' ELT (see <https://www.hornby-trust.org.uk/decentring-elt>). So far, the initiative has placed a particular focus on mapping, publicizing and further supporting what Teacher Associations (TAs) in countries of the Global South do to value and develop local expertise. This initial focus was established largely due to the Hornby Trust's extensive prior involvement in TA development via its alumni and TA project award schemes, and this emphasis is clear on the first day of the conference, when representatives of various TA projects will speak about their experiences and their understandings of decentring activity.

The first day is structured according to themes identified in the '[Decentring ELT – Consultation paper \(Sept. 2021\)](#)' circulated to participants before the conference, which is the fruit of discussions and consultations first embarked upon in 2019. Particularly involved in these discussions and in the organization of this conference have been Hornby Trustees Richard Kiely, Susan Maingay, Richard Smith and Martin Wedell and former Hornby scholars Darío Banegas, Harry Kuchah Kuchah, Amol Padwad and Paula Rebolledo, with the assistance of Deborah Bullock. As indicated in the consultation paper and on the website, the initiative has also benefitted from a degree of wider consultation but we now hope to elicit a greater range of views and see how decentring might be more widely perceived, in particular via the questionnaire which we hope you will engage in completing by the end of Day 1.

It should be noted that TAs represent only the initial focus for an initiative which we envisage being extended into other sectors (including teacher training systems) in the future. To help take the initiative in new directions, Day 2 will feature a panel discussion and both summaries and discussion of questionnaire comments from conference participants. Rather than just celebrating achievements to date, we therefore hope that the conference will provide an open forum for discussion of notions, practices and implications of decentring in ELT and for identification of insights and ideas for promoting it in the future. We look forward to your active participation and contributions to making this a stimulating and forward-looking event.

About the conference

We are very pleased that you can join us for this conference. *Decentring ELT: Opportunities and Challenges* aims to develop a fuller understanding of how global ELT professionals view the concept of decentring ELT and its relevance to our different working contexts.

Some background reading

To give you some background, we are providing a '[consultation paper](#)' which we suggest you read before the event. This document gives an account of how the authors first understood the idea of decentring ELT. It also presents the responses to a short survey that we circulated at the time to see whether that initial definition made sense to others.

The conference questionnaire

A key aim of this conference is to work with participants to explore the concept of decentring further. We would therefore be grateful if you could complete this '[conference questionnaire](#)'.

Your responses will be reported and discussed on Day 2, and will make an important contribution to a fuller understanding of how ELT professionals worldwide see decentring ELT.

In order for us to be able to include your contribution, we ask that you please complete and submit the questionnaire **by 17.00 GMT / 22.30 IST on Day 1, Friday 3 December**.

Thank you for your participation in the sessions and for your completion of the questionnaire. We look forward to hearing your ideas and your views on decentring ELT.

How do I join the conference?

To join the sessions you need to click on the links below and you will be taken straight to the Zoom webinar. You will enter with your camera off and your sound muted.

The sessions will start on time to ensure that the conference runs to time. Please return promptly after breaks.

There is a different link for each day:

[Friday 3 December](#) Passcode: 726435

[Saturday 4 December](#) Passcode: 326182

Should the Zoom links for the conference completely fail for any reason at any time during the conference, please look out for an email in your inbox which will keep you informed of the situation and the next steps.

Your contact in case of any problems is Debbie@ESOLsolutions.com

We wish you a very enjoyable and productive conference.

Conference programme overview

Decentring ELT: Challenges and Opportunities
3 and 4 December 13.00 – 16.00 (GMT) / 19.00 – 22.00 (IST)

Friday 3 December 2021: Decentring ELT Case Studies

13.00 – 13.30	<p>Welcome Hornby Trust 60th Anniversary Hornby Trust The Decentring ELT initiative Overview of the conference</p>
13.30 – 14.30 Presentation of case studies	<p><i>Session chaired by:</i></p> <div>  <p>Darío Banegas</p> </div> <ul style="list-style-type: none"> • Teacher associations engaging in localization/devolution activities <div>  <p>María Laura García APIBA, Argentina</p>  <p>Joseph Kaleba CLASS, DR Congo</p> </div> <ul style="list-style-type: none"> • Teacher associations encouraging members to share recent successes and/or engage in teacher-research <div>  <p>Krishna Kalyan Dixit AINET, India</p>  <p>Sagun Shrestha NELTA, Nepal</p> </div> <p>Discussion</p>
14.30 – 14.45	Break
14.45 – 15.45 Presentation of case studies	<p><i>Session chaired by:</i></p> <div>  <p>Harry Kuchah Kuchah</p> </div> <ul style="list-style-type: none"> • Teacher associations researching the needs and/or capabilities of their members <div>  <p>Ita Frinwie Ndifon CAMELTA, Cameroon</p>  <p>Gloria Romero RICELT, Chile</p> </div> <ul style="list-style-type: none"> • Teacher association-led decentring contributing to wider change <div>  <p>María Susana Ibáñez FAAPI, Argentina</p>  <p>Ali Djau EALTA-GB Guinea Bissau</p> </div> <p>Discussion</p>
15.45 – 16.00	Questionnaire completion and Close

Saturday 4 December 2021: Widening the Discussion

13.00 – 13.05	Welcome Overview of Day 2
13.05 – 14.30	<p><i>Session chaired by:</i></p> <div>  Paula Rebolledo  Amol Padwad </div> <p>Panel discussion: 'Decentring ELT – wider perspectives'</p> <div>  Eric Enongene Ekembe  Grazzia María Mendoza Chirinos </div> <div>  Hasna AbuMezied  Shreesh Chaudhary </div> <div>  Geraldine Nanjala </div>
14.30 – 14.45	Break
14.45 – 15.45	Presentation and discussion of the questionnaire responses
15.45 – 16.00	Reflections and Close





Organizing committee

Darío Banegas, Decentring ELT Committee member

Deborah Bullock, Decentring ELT Committee member

Richard Kiely, Former Trustee, A S Hornby Educational Trust

Harry Kuchah, Decentring ELT Committee member

Susan Maingay, Trustee, A S Hornby Educational Trust

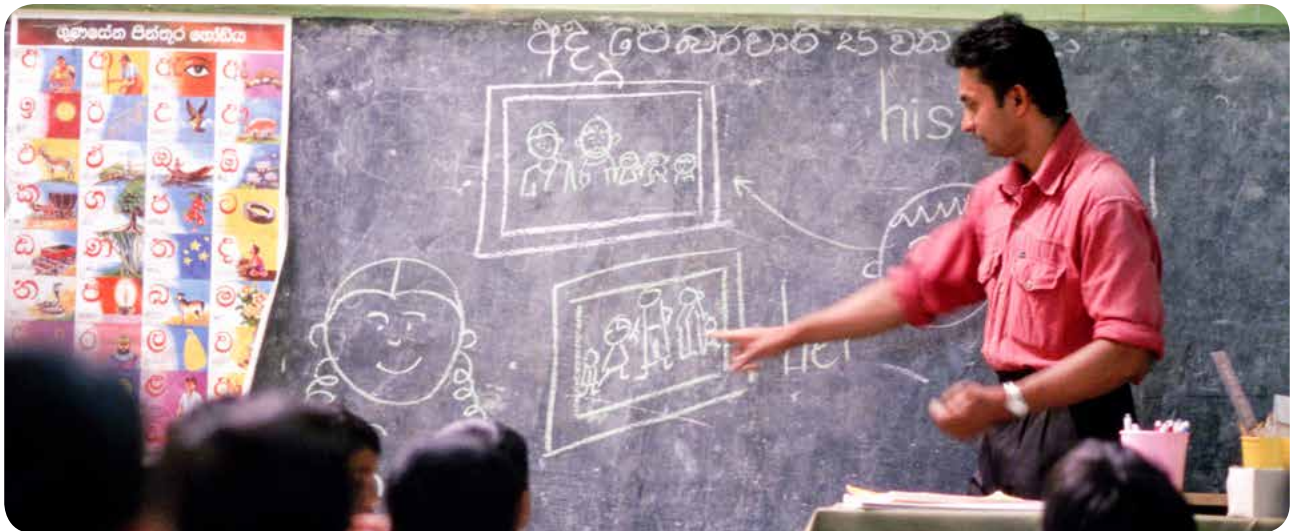
Amol Padwad, Decentring ELT committee member

Paula Rebolledo, Decentring ELT Committee member

Richard Smith, Trustee, A S Hornby Educational Trust

Martin Wedell, Trustee, A S Hornby Educational Trust





Friday 3 December

13.00 – 13.30 (GMT) 18.30 – 19.00 (IST)

Welcome

Caroline Moore, Chair A S Hornby Educational Trust
Amol Padwad, AINET Secretary/Ambekar University

Hornby Trust 60th anniversary

Richard Smith

Decentring ELT Initiative

Richard Kiely
Amol Padwad

Conference plan

Deborah Bullock
Susan Maingay

13.30 – 14.30 (GMT) 19.00 – 20.00 (IST)

Case Studies 1

Session chair: Darío Banegas



Darío Luis Banegas is a Lecturer in Language Education at Moray House School of Education and Sport, University of Edinburgh. Darío is an active member of teacher associations in Argentina and the UK. He is currently involved in projects on social justice and inclusion in TESOL. His main areas of interest are CLIL, action research, and initial language teacher education.

Case Studies:**Teacher associations engaging in localization/devolution activities****Speaker: Joseph Kaleba, CLASS, Democratic Republic of the Congo**

Joseph Walingene Kaleba, MA and PhD student at the National Pedagogic University in Kinshasa, is a Lecturer at ISP-Bukavu, Teacher Trainer, and English Club Specialist in the Democratic Republic of the Congo. He has an established reputation as an expert in ELT within Sub-Saharan Africa, where he has spoken at a number of conferences including an IATEFL international conference in the UK and a TESOL convention in USA.

Speaker: María Laura García, APIBA, Argentina

María Laura García is a Lecturer in Materials Development and Emerging Technologies at public foreign language teacher training colleges in the city of Buenos Aires. She holds a postgraduate degree in English Language Teaching and has specialized in educational research, virtual learning environments and digital policies in education. She's a member of the APIBA Executive Committee.

Case Studies:**Teacher associations encouraging members to share recent successes and/or engage in teacher-research****Speaker: Krishna Kalyan Dixit, AINET, India**

Krishna Kalyan Dixit is currently Associate Professor at the Centre for English Language Education (CELE) in Ambedkar University Delhi. He has an MA in English Literature and an MEd (Trainer Development: ELT) from Marjon/University of Exeter, UK, through a Hornby Trust Scholarship. His areas of interest include teacher motivation, history of ELT in India, and continuing professional development (CPD) of teachers.

Speaker: Sagun Shrestha, NELTA, Nepal

Sagun Shrestha is a PhD candidate at the School of Applied Language and Intercultural Studies, Dublin City University, Ireland. He gained his MA in English Language Teaching from the University of Warwick, UK and obtained an MA in English Education from Tribhuvan University, Nepal. His areas of interest include ICT in education, teacher professional development and materials development using technology.

14.30 – 14.45 (GMT) 20.00 – 20.15 (IST)
Break – Opportunity to complete the questionnaire

14.45 – 15.45 (GMT) 20.15 – 21.15 (IST)
Case Studies 2

Session chair: Harry Kuchah Kuchah



Harry Kuchah Kuchah is a Lecturer in Language Education at the University of Leeds, where he also leads the MA TESOL for Young Learners and the MA Education Programmes. Previously, he worked as a Primary teacher educator and policy maker in his home country Cameroon for 14 years. More recently, he has done consultancy on areas such as language education policy, materials development and teacher education for the Council of Europe in Albania, Windle

Trust International in South Sudan and the British Council in countries in the Middle East, Africa and South America. His research interests include Teaching English to young learners, English medium education, language teacher education and context appropriate pedagogies and he has published in these areas.

Case Studies: Teacher associations researching the needs and/or capabilities of their members

Speaker: Gloria Romero, RICELT, Chile



Gloria Romero has a PhD in Second Language Education from the University of Ottawa. Currently, she is an Assistant Professor at Universidad de Santiago de Chile and her work involves training pre- and in-service teachers of English, researching, and developing second language education curricula. She has international experience in teacher professional development in Chile, China, and Canada. Her research interests focus on socio-cultural issues in second language

education, equity in English teaching in EFL contexts, teachers' participation in school communities of practice, international professional development, and volunteer English teaching in public schools.

Speaker: Ita Frinwie Ndifon, CAMELTA, Cameroon



Ita Frinwie Tamenang is a Regional Pedagogic Inspector of English language and Literature in English in her home country, Cameroon. She has a postgraduate diploma, (DIPES II), in the teaching of English language and is currently a PhD student of African Literature at the University of Yaounde 1. She is the current Secretary General of the Cameroon English Language and Literature Teachers Association - CAMELTA. Ita has facilitated seminars and workshops for teachers,

trained young teachers and partnered with the British Council to facilitate workshops for beginning teachers in Cameroon. She has co-authored English language course books for students in technical colleges in Cameroon and has presented papers at TESOL International Association and IATEFL events. She is member of both the CAMELTA Research Group and the Africa ELTA Research group and has recently published her own research in an Africa ELTA/IATEFL Research SIG publication. She writes short stories and poems and her area of interest include women's studies, the under-privileged and leadership.

Case Studies:**Teacher association-led decentring contributing to wider change****Speaker: Ali Djau, ELTA-GB, Guinea-Bissau**

Ali Djau has university degrees in both English Teaching and Environmental Management. He has taught English at secondary school in Guinea Bissau for 12 years and is now Director of Hafía Secondary School in Bissau. He has worked for several charities and on many social and environmental projects, one being Slow Food, travelling to Italy twice to attend training with them. Ali is founder and Secretary General of ELTA-GB, the English Language Teaching

Association in Guinea Bissau, and has organized three annual conferences for 200 teachers. He has also led two Hornby Trust projects with teachers and represented ELTA-GB at Hornby Trust training weeks in Addis Ababa and Dakar. Ali is also very involved with the biggest union for teachers in Guinea Bissau, and works voluntarily with a UK based charity, Action Guinea Bissau, as senior environmental investigator and activist organizing tree planting and rubbish management.

Speaker: María Susana Ibáñez, FAAP, Argentina

María Susana Ibáñez is an educator at Universidad Autónoma de Entre Ríos (Paraná, Argentina), where she teaches a literature course. She has also worked at Instituto Superior del Profesorado 'Almirante Guillermo Brown' (Santa Fe), where she taught English, Literature and Culture in the teaching and translation programmes, and where she acted as Head of Department, Sub Dean and later as Dean. She holds a BA (Universidad Nacional del Litoral, Santa Fe) and a teaching

degree, an MA in Anglo-American Literature (Universidad Nacional de Córdoba) and a PhD in Comparative Literatures and Cultures (Universidad Nacional de Córdoba). She has also specialized in publishing projects at Sholem-UBA (Buenos Aires). She has published academic articles nationally and internationally, chaired workshops and taught different courses, among them online academic writing courses for FAAP (Federación Argentina de Asociaciones de Profesores de Inglés). Within the publishing field, she is Chief Editor of *AJAL, Argentinian Journal of Applied Linguistics* (FAAP) and coordinates a collection of translated literature for Vera Cartonera (UNL). As a writer she has published short stories and novels in Argentina and the US and coordinates literary reading and writing workshops at several cultural institutions and at the local jail for women.

15.45 – 16.00 (GMT) 21.15 – 21.30 (IST)
Drawing together Day 1

Session Chairs: Amol Padwad and Richard Smith**Questionnaire completion****Round up and reflection**



Saturday 4 December

13.00 – 13.05 (GMT) 18.30 – 18.35 (IST)

Welcome and overview of Day 2

Amol Padwad

Richard Smith

13.05 – 14.35 (GMT) 18.35 – 20.05 (IST)

Panel Discussion: Decentring ELT – wider perspectives

Panel members and other participants share their personal understandings of decentring ELT and discuss its relevance or otherwise to their own professional contexts.

Session chair: Paula Rebolledo



Paula Rebolledo is a teacher educator, consultant and researcher who has taught at various levels and given workshops, seminars and plenary talks internationally. She has expertise in the areas of teacher education, professional development and teacher research. Paula has led initiatives such as the Champion Teachers programme that support teachers to develop research skills in Latin America, and has participated as an advisor in similar projects across the world.

Session chair: Amol Padwad



Amol Padwad is the Director of the Centre for English Language Education at Dr. B. R. Ambedkar University Delhi and the Secretary of AINET Association of English Teachers. A vastly experienced teacher, trainer, consultant and research mentor, he is interested in teacher communities and networks, teacher development, the history of ELT, inclusive education and language policies/politics.

Speaker: Eric Enongene Ekembe



Eric Enongene Ekembe holds a PhD in Applied Linguistics from the University of Yaounde 1, Cameroon and is lecturer at the Higher Teacher Training College, Yaounde. He runs CAMELTA Research Group and is the outreach coordinator of the IATEFL ReSIG. He is a consultant with TransformELT and a steering committee member for the International Festival of Teacher Research. He has been Seasonal TEFL trainer for the American Peace Corps in Cameroon

for the past four years. Eric has presented papers at international conferences and was the plenary speaker for the ReSIG and GISIG 2019 joint PCE event in Africa TESOL conference in Abuja. He co-organized the first South-South Teacher Research conference that featured participants across the globe and is currently coordinating the sub-Saharan Africa teacher research mentors group. He is interested in researching postcolonial discourse in ELT. He has published research articles in international journals and is co-editor of *Interdisciplinarity in the 21st Century Global Dispensation: Research in Language, Literature, & Education in Africa*.

Speaker: Geraldine Nanjala



Geraldine Nanjala, is a Kenyan educator living in the Rift Valley region, in the north west of Nairobi. She is a trained and practising classroom teacher at Ndege primary school, which is a day mixed school for children aged between 6 and 14 years old. She is in charge of curriculum implementation and is Head of the subject panel. She teaches English and Kiswahili as well as social studies and science.

She is a teacher librarian, environment club patron, literacy club mentor as well as the school's trained first aider. Geraldine is the past Chairperson of the Rift Valley Reading Association. Her Environment Club video competition entry was among the 10 winners at COP26 Glasgow. She is a member of the International Literacy Association, International Association of School Librarianship and Africa ELTA/TESOL. She is one of the eight EVE leadership Mentoring program pioneer mentees.

Speaker: Grazzia María Mendoza Chirinos



Grazzia María Mendoza Chirinos has two master's degrees, one in International Education and one in TESOL. She is a US State Department Alumna recognized for project development for teachers' professional growth projects. She has been in the TESOL field for 28 years. Her research interests include CALL, competency based language teaching and methodological improvements for professional development. She has written a variety of articles for TESOL Newsletters, has written on

the use of social media for language development and has an article in progress related to women's leadership. She is the founder of HELTA TESOL in Honduras, Former President of Latin America and the Caribbean TESOL and, a Member of TESOL International Association Board of Directors currently serving as Chair of the Finance Committee. At present she is an education specialist for the US Government at USAID Honduras supporting public education and working in partnership with the Ministry of Education.

Speaker: Hasna AbuMezied



Hasna AbuMezied is a teacher of English as a foreign language working with the Palestinian Ministry of Education. Through her 12 years of experience, she worked at refugee camps and marginalized areas in the Gaza Strip focusing on the utilization of interactive methods in teaching English, and running initiatives with students to encourage reading and English learning. She established English Club with variety of activities and an environmental club focusing

on planting trees and discussing global warming. She also worked at Oxford Centre for Teaching English for Adults. Hasna was awarded a Fulbright Distinguished Award in Teaching in 2016 to attend the School of Education at Indiana University in the US, working on an inquiry project for teaching English. She attended classes in American High School. In 2017, she received an award for distinction in teaching in the Gaza Strip. In 2019, she participated in the *Using Active Learning Techniques* course sponsored by donor countries.

Speaker: Shreesh Chaudhary



Shreesh Chaudhary now teaches at GLA Centre, a skills development unit. Earlier, he was a professor at IIT Madras. He has been an IELTS examiner, examiner trainer and monitor for the British Council; and trainer of trainers and users of *English for Air Traffic Control in India*. His courses in spoken English, modern linguistics, etc. can be found at NPTEL/YouTube site. Shreesh began his working life in 1972 with *The Times of India*. For his report *Who wants to be a teacher?*, he received

a journalism award in 1986. Shreesh has researched learning, use and structure of English in India. A recent paper by him on “Multilingual Mind” explains how some children manage many languages together. His book on *Accents of English in India* is likely to appear soon. Some of his other books are *Better Spoken English* (Vikas: New Delhi), *Foreigners and Foreign Languages in India* (Cambridge University Press : New Delhi), *English for the World* (Macmillan: New Delhi).

He has studied in Shimla, Salzburg, Lancaster, Hyderabad, Darbhanga, and, under a tree on the bank of the Bagmati at Pindaruch near the Indo-Nepal border, where he was born in 1950.

14.35 – 14.45 (GMT) 20.05 – 20.15 (IST)
Break

14.45 – 15.45 (GMT) 20.15 – 21.15 (IST)
Summary and discussion of questionnaire responses

In this session panel members will highlight the main points that you have made in your questionnaire responses and these will then be open to wider discussion.

Session Chairs: Harry Kuchah and Susan Maingay

Panel members

Deborah Bullock
Richard Kiely
Amol Padwad
Richard Smith
Martin Wedell

15.45 – 16.00 (GMT) 21.15 – 21.30 (IST)
Round up, reflection and next steps

Reflections on lessons learned and possible ways forward
Amol Padwad
Martin Wedell

