



Dear colleagues!

Nataliia Gach Education Centre “L&D initiatives”, based in Kanton Zurich, Switzerland, is pleased to invite you to the **Conference on Inclusive Foreign Language Education (CIFLE 2026)**, which will take place **online** on **September 11-12, 2026**.

The conference serves as a platform for educators from around the world to share their experiences in teaching foreign languages to both young and adult learners across a variety of settings. This year’s online event focuses on inclusive practices that empower diverse learners and support equitable access to language education. Participants will gain practical strategies, discover innovative tools, and connect with a global community committed to creating welcoming learner-centered classrooms.

The conference programme includes plenary sessions, section meetings, and workshops, and we invite contributions from the following fields:

- Developing learners’ L2 speaking skills
- Developing learners’ L2 reading skills
- Developing learners’ L2 listening skills
- Developing learners’ L2 writing skills
- Interculturality and multilingualism in L2 classroom
- AI assistance in language teaching
- Learners’ autonomy in language learning
- Assessment in foreign language teaching
- Teaching foreign languages to learners with special educational needs
- Fostering learners’ well-being in a L2 classroom

The agenda may be adjusted based on the applications received.

PARTICIPATION

Conference language – English.

To participate in the conference, please fill out a registration form on our website <https://ld-initiatives.ch/en/conferences/> by **July 13, 2026**.

The confirmation of conference participation will be sent **within three weeks from the submission date but not later than July 20, 2026**.

Conference fee: € 100.

For participation in the conference both speakers and listeners will be **awarded with ECTS credits (0,2 ECTS credits for speakers and 0,1 ECTS credits for listeners)**, which will be stated in the certificate of attendance.

Certificates of attendance will be issued to all participants, including speakers and attendees, contingent upon their physical presence at the conference.

REQUIREMENTS FOR SPEAKERS

Agenda: plenary speeches – 30 minutes, section speeches – 15 minutes; discussion time – 10 minutes.

PUBLICATION OF ABSTRACTS

All conference participants may submit abstracts for publication. Abstracts will be published in the **e-Book of Abstracts containing ISBN and DOI numbers** (see Appendix 1 Authors' Guidelines for Abstracts Submission). The language of publication is English. The deadline for abstracts submission is **July 13, 2026**. Abstracts must be downloaded in the registration form on our website <https://ld-initiatives.ch/en/conferences/> .

All submitted abstracts will be subjected to the double-blind peer review process. The editorial board reserves the right to decline papers that contain plagiarized content or do not conform to the norms and subject matter of the conference.

ENQUIRIES

For any questions concerning the conference, please contact *Dr. Nataliia Gach* at info@ld-initiatives.ch or by phone: +41 78 340 32 13.

For more information visit our website <https://ld-initiatives.ch/en/conferences/>.

Join us to explore new perspectives, exchange ideas, and help shape the future of inclusive foreign language teaching!

Appendix 1

AUTHORS' GUIDELINES FOR ABSTRACTS SUBMISSION

1. The abstract must contain 250-300 words, excluding references.
2. The abstract must be preceded by the name(s) of the author(s), including their title(s), affiliation, and country (all in the abovementioned order).
3. The title of the abstract must be in bold, all capitals, centered.
4. References, if applicable (presented in the end of the abstract), and in-text citations must conform to the APA Style.

Example of the abstract formatting:

Nataliia Gach, PhD
Yuliia Trykashna, PhD
Taras Shevchenko National University of Kyiv
Ukraine

CONTEMPORARY UKRAINIAN POEMS IN ENGLISH: CASE STUDY OF THE DYNAMIC CONSTRUAL APPROACH TO THE TRANSLATION OF METAPHORS

Viewing translation as a communicative event situated in historical, cultural, and personal circumstances and impacted by the particulars of those very real circumstances (Halverson, 2013:34), this research focuses on the ways to translate metaphors, which are rooted in people's physical and cultural experience, and therefore, are the conceptual keys to the understanding of human mind and language. As the word metaphor means a cross-domain mapping in the conceptual system, and its locus lies in the way we conceptualise one mental domain in terms of another (Lakoff, 1992), the conducted analysis deals with the comparative study of representation of the Ukrainian and English conceptual spheres on lexical, grammatical and stylistic levels, which leads to singling out the basic similarities and differences in worldviews of these two speech communities.

The theory of the dynamic construal of meaning is the methodological basis of the research as it views meanings, represented (construed) in a certain structure, as mental entities in conceptual space (Langacker, 1993). Thus, the analysis of both metaphorical meaning (semantic characteristics) and its structural linguistic representation gives deeper insight into the cognitive mechanisms behind the semantics of linguistic expressions, and reveals how a particular situation can be linguistically construed in alternate ways taking into account the mentality of a certain speech community (Verhagen, 2010:49). The theory of the dynamic construal of meaning is highly applicable to the translation studies as it provides a variety of tools for the comparative conceptual analysis of certain linguistic structures (metaphors, in particular) aimed at discovering cognitive semantic and structural characteristics of certain languages.

References:

Halverson, S. L. (2013). Implications of Cognitive Linguistics for Translation Studies. In A. Rojo, I. Ibarretxe-Antuñano (Eds.), *Cognitive Linguistics and Translation: Advances in Some Theoretical Models and Applications* (pp. 33-74). Berlin, Boston: Walter de Gruyter.

Lakoff, G. (1992). *The Contemporary Theory of Metaphor*. Cambridge: Cambridge University Press.

Langacker, R. W. (1993). Universals of Construal. *Berkeley Linguistics Society*, 19, 447-463.

Verhagen, A. (2010). Construal and Perspectivization. In D. Geeraerts, H. Cuyckens (Eds.), *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press.