



Asociación de Profesores de
Inglés de Tucumán



Communicative Language
Teaching & Learning Revisited
What more than three decades
of experience have taught us



F.A.A.P.I.

COMMUNICATIVE LANGUAGE TEACHING AND LEARNING REVISITED. What more than three decades of experience have taught us

The purpose of this Conference is to create a reflection and discussion forum which synthesizes both new and old perspectives on communicative language teaching and learning.

We have witnessed the emergence and advancement of various disciplines, theories, approaches and methods since the initial tenets of CLT were put forward almost three decades ago, so a review of their current pedagogical approximations should be crucial to understand how concepts such as classroom communication are understood at the present moment. Besides, the results of theoretical and research-based approaches to teaching and learning communicatively have also faced validity issues when applied to the classroom context. This and other related issues will be the core of the Conference but they will definitely be enhanced by teachers' expertise and their proposals.

Guidelines for Submitting Proposals

The **2011 FAAPI Conference** organizers invite teachers, teacher trainers, researchers and materials developers to submit proposals for presentations. Submissions must follow one of the following types:

Type of presentation

• **40 Minute Papers:** A paper tells the participants something about what presenters are doing or have done, in relation to theory and practice (classroom experience or research). We strongly recommend that presenters use audio-visual aids during the session. There will be 30 minutes for the presentation and 10 to interact with the audience.

• **90 Minute Workshops:** A workshop is a session in which there is active audience participation via the experiencing and discussing of tasks provided by the presenters. Most of the time available should be devoted to demonstrating materials or activities that have been developed and tried out by the presenter(s). Theoretical discussion is usually kept to a minimum, but time is built in for questions and comments from the audience. For publication, workshops should follow the same guidelines as those for 40 minute papers.

The Content of your Session

Your proposal will be considered for inclusion in the programme if it fulfils the following criteria:

- You have not given this session, or a version of this session, at a previous conference.
- It is clear from your summary that you have something new to say or that you plan to shed new light on a topic which has been aired at other conferences and in print. It should also be clear that you have taken into account the level of knowledge of the expected audience you indicate in the presenter's form.
- If your presentation relies heavily on a description of your local situation, ensure that you discuss either the implications for people working in similar contexts, or its general relevance.

Subthemes

The Academic Committee will take into consideration the following subthemes to classify and organize the proposals.

- Methodological implications :
 - Single approaches, eclecticism or post-method era?
 - Cognitive learning and communication
 - Teaching materials and communicative language teaching and learning
 - Communication oriented activities and tasks.

- Cultural awareness in the communicative class
- Discursive practices and communicative language teaching:
 - Diction (phonetics, phonology or “expression”) and communicative language teaching
 - Lexico-grammar and communicative language teaching
 - Pragmatics and communicative language teaching
 - Discourse analysis / text grammar and communicative language teaching.
 - Intelligibility and comprehensibility vs. accuracy?
- The role of TICs in the communicative classroom
- Evaluation in the context of the communicative language teaching and learning

Given equivalent academic merit, papers from members of F.A.A.P.I. Associations will be given preference.

Presenter's Form

Presenters should complete the Presenter's Form attached stating the type of presentation and listing the title and area of their presentation, author(s), author affiliations (including FAAPI Association membership if applicable), contact address, telephone and fax numbers, e-mail addresses, and a 50-word paragraph about the presenter(s). Presenters should clearly state to which subtheme their proposal belongs. Otherwise their paper may not be accepted.

The summary

Presenters should submit a summary narrative of approximately 350 words that provides a clear understanding of the presentation's content. The summary should outline exactly what presenters are going to talk about in the session and how the session will be structured. The summary will be used for blind evaluation by the academic committee and will not appear in the conference programme.

The abstract

Presenters should also submit a 75-word abstract of their presentation. The abstract will appear in the conference programme. It should accurately reflect the content of what presenters are going to talk about as it is on the basis of the abstract that participants will choose whether they wish to attend the session. (Abstracts which are over 75 words cannot be considered for inclusion in the programme).

NB: Receipt of proposals will be acknowledged. If presenters do not receive acknowledgement within 15 days of having sent their proposals, they should re-send all materials. To avoid duplication of materials, presenters are encouraged to wait 15 days before resubmitting the materials.

Summaries, abstracts and proposal forms should be sent by e-mail to proposalsfaapi2011@apit.org.ar

Deadline for submission of abstract and summary 29th April 2011

A selection of the conference papers recommended by the reviewers will be published. Accounts of the workshops or poster presentations will not be included. Authors whose evaluation forms recommend publication are invited to submit a 4 page-long paper (approximately 2500 words) before 21st June . Note that the ultimate decision to include a contribution is in the hands of the editors. The following publication guidelines should be followed:

Paper size A4 (210 x 297 mm)

Font: Arial 10, single spacing.

Margins: top and left margins at 3 cm, bottom and right margins at 2 cm

Pages should not be numbered.

Title, author/s, affiliation.

Headlines should be written in capital and small letters where relevant. Quotes should be written between inverted commas.

Include sub-theme after headline

References (not bibliography) must be written following these criteria (APA style):

- Lightbown, P. & Spada, N. (1999). *How Languages are Learned* (2nd ed.). Oxford: Oxford University Press.
- Richards, J. C. and Nunan, D. (eds.) (1990). *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Swales, J. (1989). Service English programme design and opportunity cost. In R.K. Johnson (ed.) *The Second Language Curriculum* (pp. 79-90). Cambridge: Cambridge University Press [Note this format when your list of references contains only one mention of an edited collection.]
- Wenden, A. (1986a). Helping language learners think about learning. *ELT Journal* 40 (1), 3-12.
- Wenden, A. (1986b). What do second language learners know about their language learning? *Applied Linguistics* 7 (2), 186-201.
- Shanthi, N. (2009). The Effect of Instruction and Context on L2 Learners' Vocabulary Development. *Electronic Journal of Foreign Language Teaching* 6 (2). Retrieved December 19, 2009, from <http://e-flt.nus.edu.sg/v6n22009/nadarajan.htm>
- Littlejohn, A. (1992). *Why are ELT materials the way they are?* Unpublished PhD thesis, Lancaster University.
- Donato, R. and F. Brooks (1994). *Looking across collaborative tasks: capturing L2 discourse development*. Paper presented at AAAL Conference, Baltimore, Maryland.

Papers should be sent by e-mail in .doc format to:
proposalsfaapi2011@apit.org.ar

Deadline for submission of complete papers 4th July 2011