



**Asociación Cordobesa
de Profesores de Inglés**



FAAPI



EFL and Art: learning English with all our senses

The Conference aims to create a space of reflection and discussion about how the different forms of artistic expression can enrich TEFL to make the learning of English a pleasurable and memorable experience. Linking the arts to TEFL implies the implementation of multi-sensory paths to acquisition: visual, auditory, kinesthetic, tactile, etc. as well as a contribution to language and cultural awareness.

Guidelines for Submitting Proposals

The **2010 FAAPI Conference** organizers invite teachers, teacher trainers, researchers and materials writers 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. The last 5 minutes at the end of the talk are reserved for questions and/or comments.
- **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.

- **Poster Presentations:** A poster is a visual presentation which contains an outline illustrating or summarizing a project, a feature of language or an area of research. Such a presentation allows both participants and presenters the opportunity to discuss ideas in a more relaxed and often more productive atmosphere. Posters provide an excellent means for presenters to get their message and information across to the maximum number of people.

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.

- EFL and art: classroom applications and theoretical underpinnings
 - Artistic expressions in the EFL class
 - EFL and young learners
 - EFL and adolescent and adult learners
 - Affective factors in Second Language Acquisition and Learning
- The role of imagination in learning EFL
- Other issues related to ELT and the arts

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).

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 proposals@acpi.org.ar

Submission deadline 31st May 2010

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 26th July. 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 highlighted in italics or written between inverted commas.

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: proposals@acpi.org.ar