



FAAPI 2012 - CALL FOR PAPERS



'Engaging, Inspiring, Empowering: Research on Motivation and Autonomy in ELT'

XXXVII FAAPI CONFERENCE

San Martín de los Andes, 20-22 September 2012

The Conference aims to create a space of discussion, reflection, and action around the themes of motivation and autonomy and their multiple aspects such as student motivation and autonomy, teacher motivation and autonomy, all at different levels and through varied scaffolding tools. We also aim at addressing these issues through research outcomes and in progress, debates, and classroom experiences.

Guidelines for Submitting Proposals

The **2012 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.



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.
- ❖ It reflects one of the subthemes below.

Subthemes

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

- ❖ Autonomy in ELT.
- ❖ Motivation at Primary, Secondary and University level.
- ❖ Research on motivation and autonomy.
- ❖ Motivation, autonomy and technology.

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 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.



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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, proposal, and presenter's forms (see attached file) should be sent as .doc attachments to faapi2012proposals@apizals.com.ar

Submission deadline: 16 April 2012

A selection of the conference papers recommended by the reviewers will be published. Accounts of the workshops will not be included. **Authors whose evaluation forms recommend publication are invited to submit a 4 page-long paper (approximately 2500 words) before 30th 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 highlighted in italics or written between inverted commas.

References (not bibliography) must be written following these criteria (APA style). The following examples may help you:

Books:

Brinton, D., Snow, M., and Wesche, M. (2003). *The Content-Based Second Language Instruction* (2nd ed.). Ann Arbor: The University of Michigan Press.

Dörnyei, Z. and Ushioda, E. (2011). *Teaching and Researching Motivation* (2nd ed.). Harlow: Pearson.



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Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. (Ed.). (2007). *Language Acquisition and Development: Studies of Learners of First and Other Languages*. London/New York, NY: Continuum.

Chapter in a book:

Bailey, F., Burkett, B., and Freeman, D. (2010). The Mediating Role of Language in Teaching and Learning: A Classroom Perspective. In B. Spolsky and F.M. Hult (Eds.), *The Handbook of Educational Linguistics* (pp. 606-625). Oxford: Wiley-Blackwell.

Journal articles:

Kong, S., and Hoare, P. (2011). Cognitive content engagement in content-based language teaching. *Language Teaching Research*, 15(3), 307-324.

Tracy, S.J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837-851.

Internet articles:

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-fit.nus.edu.sg/v6n22009/nadarajan.htm>

Papers at conferences:

Spada, N. (2010). Beyond form-focused instruction: Reflections on past, present and future research. *Language Teaching*. Plenary paper on 27 May 2010 at the Canadian Association for Applied Linguistics Conference, Ottawa, Canada.