

BAAHE 2017: call for papers

“Let’s Inter-Act! Innovative Teaching Practices in English Studies”

Annual conference of the *Belgian Association of Anglicists in Higher Education*

Friday 1 December 2017

Université catholique de Louvain, Louvain-la-Neuve, Belgium

Aim: share and critically reflect on innovative teaching practices in English language, cultural studies, linguistics, literature, translation and interpreting studies

Format: standard presentations (20 minutes), short presentations (10 minutes), demos (10 minutes), thematic sessions (90-180 minutes)

Abstract submission deadline: 1 June 2017

Conference theme

The conference aims to share and critically reflect on innovative teaching practices. The last two decades have offered teaching professionals numerous innovative tools and approaches to help them rethink – and sometimes even completely redesign – their teaching. The affordances of technologies and new pedagogical approaches have impacted the teaching of English as a foreign language, English cultural studies, linguistics, literature, translation and interpreting studies, and teacher training in general. Participants are invited to present the new practices they have implemented (or consider implementing) in their teaching and discuss both the strengths and opportunities but also potential weaknesses and/or threats linked to those practices. This event will bring together BAAHE members and sympathizers to meet and create further collaborations. Teaching assistants and other junior researchers involved in teaching are also encouraged to participate.

Keynote presentation

We are pleased to announce that Prof. Mark Pegrum (University of Western Australia) has accepted our invitation to give a keynote presentation on “Revisiting Mobile Learning: Seizing New Opportunities for Language Learning and Cultural Exploration”.

Abstract

“Revisiting Mobile Learning: Seizing New Opportunities for Language Learning and Cultural Exploration”

The field of MALL, or Mobile-Assisted Language Learning, has developed based on the premise that mobile devices offer the potential to enhance language learning and cultural exploration. But this potential can be realised in different ways and to different degrees: simply using mobile devices, in and of itself, is not sufficient. Drawing on Pegrum’s (2014) 3-Level Mobile Learning Framework, Burden & Kearney’s (2017) Mobile Pedagogical Framework, and Clandfield & Hadfield’s (2017) Weak & Strong Interaction Model, this paper suggests that the optimal mobile language learning designs involve activities where the devices, the learners, and the learning experiences are all mobile; where the three dimensions of personalisation, collaboration, and authenticity are foregrounded; and where both weak and strong interaction are present.

We will begin by exploring *how* mobile learning can be implemented, covering the three main levels of mobile learning evident in the world today: learning where the devices are mobile but the learners and the learning experience are not; learning where the devices and the learners are mobile, but the learning experience is not; and learning where the devices, the learners and the learning experience are all mobile. It will be seen that the implications for learning languages and exploring cultures differ dramatically across these levels.

We will continue by exploring *why* mobile learning should be implemented, covering the three main agendas for promoting mobile learning in evidence today: transforming teaching and learning; fostering 21st century skills; and promoting social justice. Again, it will be seen that the implications for learning languages and exploring cultures differ dramatically between these agendas.

Having examined the theory of mobile learning, we’ll look at several case studies of mobile English language and literacy projects from different parts of the globe. These case studies will show how the mobile learning levels and agendas are realised in practice in varying settings, and what this means for language learning and cultural exploration in each case. They will also demonstrate the importance of taking into account our local settings as we revisit the notion of mobile learning in light of contemporary technologies and contemporary pedagogies, and attempt to design the optimal kinds of mobile learning for our own learners in our own contexts.



Program format

The day will be divided into presentations and thematic sessions.

Presentations

Standard presentations, which will be allocated 20-minute slots, are expected to have a (rather) wide appeal. Possible topics include (but are not limited to):

- Teaching with MOOCs
- E- and mobile-learning
- Game-based learning
- Flipped classrooms
- Active and interactive learning
- Collaborative learning
- Digital literacies
- etc.

In addition, short papers (10 minutes) presenting a concrete pedagogical innovation – tried and tested or in development – and demos (10 minutes) showing a pedagogically relevant tool are welcome.

Abstracts should be 400 words in length for standard presentations and 100 words for short papers/demos (excluding references) and should be sent to baahe2017@uclouvain.be by 1 June 2017. Please mention your name, affiliation and preferred presentation type in the body of your e-mail and name the attachment as follows: BAAHE2017_presentation_YOURLASTNAME_yourfirstname.docx. You will be notified of the outcome of the review process by 15 July 2017.

Thematic sessions

There will also be thematic sessions, which will be allocated one or two 90-minute slot(s), depending on the session's format and topic.

FORMAT

Deliberative and creative formats are strongly encouraged, such as for example:

- Conventional thematic sessions: sessions with 3 to 6 contributions that focus on a specific topic (e.g. concrete pedagogical experiments, best practices), with or without a short introduction by the session's convenor(s)
- Problem-solving sessions: the exploration of a specific pedagogical need or challenge (at least half of the time should be devoted to group discussion)

All formats should be geared to encouraging lively participation on the part of both speakers and members of the audience.

TOPIC

Thematic session proposals are welcome on specific topics related to the conference theme outlined above. The following topics could be addressed (this is a non-exhaustive list):

- English language
 - Data-driven learning
 - Corpus-consultation skills to improve writing skills
 - Digital tools to enhance language acquisition and foster communicative competence
 - Collaborative learning
 - New paradigms (e.g. the wreader)
- English language teaching pedagogy
 - Promoting new literacies in future- and in-service teacher training
 - Discussing the added pedagogical value of new literacies
 - Teaching with new media
- English linguistics
 - Teaching linguistics with videos in the flipped classroom
 - Creating and using computerized corpora to teach how language works
 - Collaborative research projects in linguistics
- English literature and cultural studies
 - Using corpus tools to support the analysis of literary texts
 - Digital tools to launch debates and further interaction in literature/culture courses
 - Teaching literature/culture to very large groups: how can technologies help us?
 - Innovative teaching methods to teach difficult contents such as trauma narratives and dystopias
 - Literature/culture and game studies: new perspectives and convergences
- English translation and interpreting studies
 - Translation/interpreting tools and technologies: developing technological competence in translation and interpreting curricula (e.g. CAT tools, terminology tools for interpreters)
 - Teaching and learning machine translation and post-editing, localization, etc.
 - Collaborative translation
 - Use of computerized corpora in translator and/or interpreter training

To submit a thematic session as a convenor, please include the following information in your proposal:

(1) the session title;

(2) the name(s), affiliation(s) and e-mail address(es) of the convenor(s);

(3) a brief description of the topic, explaining how your thematic session contributes to the general theme of the conference (between 500 and 600 words);

(4) the session format;

(5) a list of potential contributors (titles/topics, affiliations).

Thematic session proposals should be sent to baahe2017@uclouvain.be by 1 June 2017. Please name the attachment as follows: BAAHE2017_thematic-session_YOURLASTNAME_yourfirstname.docx. You will be notified of the outcome of the review process by 15 July 2017. If the session is accepted, convenors will be fully in charge of the thematic session (format, programme, etc.). They will be asked to provide the final programme and description of the thematic session by 1 October 2017 and to chair the session at the conference.

Important dates

- Submission deadline (presentations and thematic sessions): 1 June 2017
- Notification of acceptance: 15 July 2017
- Registration opens: 15 October 2017
- Conference date: 1 December 2017

Local organizing committee

Ingrid Bertrand

Véronique Bragard

Nathalie Catinus

Gaëtanelle Gilquin

Marie-Aude Lefer

Fanny Meunier

Scientific committee

Lieselotte Brems (Université de Liège)

Frank Brisard (Universiteit Antwerpen)

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Marcel Lebrun (Université catholique de Louvain)

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Contact and information

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