

## Call for papers

### VALORIZING PRACTICE

### Grounded Histories of Language Learning and Teaching

AILA Research Network on History of Language Learning and Teaching (HoLLT.net) Conference

University of Bremen, Germany  
November 14-15, 2019

Submission of abstracts (200 words max.): February 1<sup>st</sup>, 2019

Notification of acceptance: March 1<sup>st</sup>, 2019

Conference venue: Hanse-Wissenschaftskolleg, Institute for Advanced Study (Delmenhorst near Bremen)

How did language teachers actually teach in the past – in *practice*, in different contexts? What were the decisions and beliefs underlying their work and what were the contexts that influenced them? What ideas did learners acquire in language classrooms and how did these connect with other language learning experiences? In what ways have contexts and practices influenced formal theories of language learning and teaching, as well as textbook design, assessment procedures, and so on? And to what extent, in what ways and why have different promoted ‘methods’ been adopted, resisted or adapted in the diverse practices of teachers and learners around the world?

These are just some of the questions we would like to pursue in the context of this HoLLT.net conference, which aims at highlighting and valorizing the importance of ‘practice’ and ‘context’ in the history of language learning and teaching. *Grounded* histories, as we might call them – involving historical research into language learning and teaching at a ‘grassroots’ level, or ‘history from below’ – are of scholarly interest in themselves but they might also serve a *useful* role in counterbalancing the dominance of potted histories of method in the overall fields of applied linguistics and language education.

Indeed, many historical studies to date have primarily been concerned with theoretical foundations of language learning and teaching (‘approach’ in Richards & Rodgers’ 2014 tripartite model), along with textbooks, curricula and other official historical sources (the top layer, or ‘intended curriculum’ according to Cuban 2012). Innovative studies are needed, however, which provide insights into how approaches, or the ‘top layer’, emerged from particular contexts, and, in the other direction, how language learning and teaching curricula, textbooks and so on have been received in practice (Smith 2016).

In this latter area, it would be useful to trace processes of ‘recontextualization’ (Fend 2008) of the rather well researched ‘top layer’ into the following (cf. Cuban *ibid.*):

- the **'taught'** layer (teaching procedures): e. g., teacher knowledge, beliefs, decisions and reasons for them with regard to language classrooms (what?, how?, why?); contexts of teacher decisions and language teaching;
- the **'learned'** layer (learning procedures): e. g., ideas learners have acquired in language classrooms and what they did with them; learner interactions with teachers and other learners; contexts of learner decisions and language learning;
- the **'tested'** layer (test formats, test procedures): e. g., formats, results and consequences; information, ideas and skills contained in language tests; contexts of language testing.

New questions are likely to arise in the process of uncovering these additional layers, such as, for example:

- How does valorizing practice influence the ways we conceptualize the **practice–theory relationship** in the field of language learning and teaching?
- In order to valorize the practices of language learning and teaching, do we need to turn our attention to different types of **sources** and apply additional **research methods**?
- Where/when do the various layers of language learning and teaching overlap, and where do they fall apart (and why) (cf. the idea of **'loose coupling'** in educational organization, Weick 1976)?

We hope that the conference will provide an opportunity not only to share original research but also to map out future directions for collaborative research within the HoLLT network. If you are interested in participating and contributing, we warmly welcome your abstract (max. 200 words). **Please submit your title and abstract by February 1<sup>st</sup>, 2019** to: [giesler@uni-bremen.de](mailto:giesler@uni-bremen.de). Please note that in case of acceptance (you will be notified by March 1<sup>st</sup>, 2019) we will ask you to hand in a **first draft written version of your paper by October 1<sup>st</sup>, 2019** (max. 7,000 words including references, appendices, footnotes etc.). This will help us arrange the conference programme and speed up plans for a publication. When you send your abstract to us, please indicate whether you mind us putting this abstract into a **book proposal** to a publisher, prior to the conference. The **registration fee** (100 Euros) covers coffee breaks, hot lunches and the receipt of documents related to the conference (e.g., programmes, badges, certificates).

This conference is part of the HoLLT.net (AILA Research Network on History of Language Learning and Teaching) series; see <http://hollt.net> for more information and to join this network. The conference languages are English, French and German. More registration details will be provided later. The conference is being organized by Sabine Doff (University of Bremen), Tim Giesler (University of Bremen) and Richard Smith (University of Warwick).

## Bibliography

Cuban, Larry (2012). The Multi-Layered Curriculum: Why Change Is often Confused with Reform. *Larry Cuban on School Reform and Classroom Practice* (<https://larrycuban.wordpress.com/>, 14 January 2012).

Fend, Helmut (<sup>2</sup>2008). *Neue Theorie der Schule. Einführung in das Verstehen von Bildungssystemen*. Wiesbaden: VS-Verlag.

Richards, Jack C. & Rodgers, Theodore S. (<sup>3</sup>2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Smith, Richard (2016). Building 'Applied Linguistic Historiography': Rationale, Scope and Methods. *Applied Linguistics* 37,1: 71–87.

Weick, Karl E. (1976). Educational Organizations as Loosely Coupled Systems. *Administrative Science Quarterly* 21,1: 1–19.