

**INTERNATIONAL ASSOCIATION
FOR THE IMPROVEMENT OF
MOTHER-TONGUE EDUCATION (IAIMTE)**

SEVENTH BI-ANNUAL CONFERENCE

23 – 26 JUNE, 2009

Pre-conference for PhD candidates: 23 June, 2009

Toronto, Canada

CALL FOR PROPOSALS

INTRODUCTION

Recent IAIMTE conferences (1997, 1999, 2001, 2003, 2005 and 2007) succeeded because of their relatively small scale, high levels of social interaction, and the diverse range of languages and educational cultures represented. The conference proposed for 2009 builds on these strengths to create a context where researchers and teachers of mother tongue education meet to share their research and through interactive dialogue, understand and appreciate the shared challenges of mother-tongue education in shifting contexts and cultures.

We invite you to participate in this conference for specialists in the teaching & learning of language and literature including early childhood, primary and secondary schools and higher education. The conference aims to exchange theory, research, curricular developments, and 'best practices' in education, teacher education and in-service. The exchanges and interactions offer an international platform for language and education researchers and practitioners – including Ph.D. candidates – to present their research and reflections on mother tongue education in their particular national, educational and school contexts to a truly international audience.

CONFERENCE THEME

*Re/Thinking Literacies:
Languages, Literatures, and Cultures*

For the 2009 conference, we explore the challenges of mother-tongue education in culturally diverse classrooms as well as providing a forum for mother tongue educators from different educational and social cultures to exchange experiences, research studies and reflections on cultural similarities and differences.

We invite you to contribute to Group Sessions or Round Tables (see below) in learning and teaching mother tongues. We hope these sessions will illuminate differences and similarities of different educational cultures and contexts.

SPECIAL CONFERENCE THEMES

We invite researchers and practitioners from a diverse range of countries to present their research and reflections on such themes as:

1. Developing multi-literacies in multicultural classrooms
2. Children's literature, and children's reading choices
3. Teaching cultural texts in multicultural contexts
4. Addressing literacy cultures of new technologies (media; texting; multi-modality)
5. Language classrooms as sites for diverse and multiple oracies

GENERAL CONFERENCE THEMES AND STRANDS

- a. Reading
- b. Writing
- c. Oracy: Speaking and Listening
- d. Literature, Fiction, Film and other media
- e. Language Awareness and Language Teaching
- f. Educational policy: relationship between first, second and mainstream languages in learning and teaching
- g. Relationships between first, second, and mainstream languages in learning and teaching
- h. Textbooks in mother-tongue teaching

PROPOSED DOMAINS

- Theories and/or research of effective practice
- Descriptions of best practice programmes/curriculum in schools
- Descriptions of best practice programmes/curriculum in teacher education
- Programmes/curriculum in in-service teacher education/development
- Theory/knowledge of language and learning in multi-cultural contexts & classrooms

PROPOSED FORMATS

- Structured poster sessions (grouped by the Local Committee) consist of about five poster presentations with short oral introductions (5 minutes) and in-depth discussion introduced by a discussant. To give participants access to as many presentations as possible, all presenters prepare a poster.-
- Group Sessions: a maximum of five scholars discuss alternative solutions or interpretations of a common issue or chart its relation to a complementary issue. The organiser proposes a chair and two discussants. The organiser must include all participants, the chair and the opponents in the abstract.
- Round Table (grouped by the Local Committee): contains short presentations and an extended dialogue among participants and presenters. The Local Committee invites a chair and a discussant.
- Symposium: a maximum of five scholars each present a short paper. The organisers propose at least two opponents and a chair. The organiser has to include all participants, the chair and the discussants in the abstract.
- Workshop: contains learning by doing followed by reflective discussion.
- Demonstration: focus is on an educational tool. The presenters demonstrate the process or strategy and provide time to discuss its pros and cons.

PUBLICATIONS

We do not publish proceedings. Instead, we publish special issues in L1-Educational Studies in Language and Literature. We invite participants to organize such issues, or to submit their publications to the peer reviewed research journal L1- Educational Studies in Language and Literature: <http://www.ilo.uva.nl/development/L1EducationResearch>

PH.D. PROGRAMME

A pre-conference workshop day for Ph.D. students will take place on Tuesday, 23 June, 2009. Small groups of Ph.D. students from diverse national and educational contexts will present their work-in progress and discuss it with specialists in the field. Participants will forward their papers to others in their group prior to the conference.

WORKSHOPS AND DISCUSSION

The various formats of presentation will be grouped together around specific themes. To access to as many presentations as possible, all presenters are requested to prepare and present a "poster," and give a short oral introduction to their presentation. On the last day of the conference, theme "chairs" will summarize the presentations.

LIMITED ENROLLMENT

To facilitate social interactions in the conferences, we limit enrolment to 150-200 participants. We strive for representation from a diverse range of nations, regions, and language communities.

LANGUAGE

The working language of the Conference will be (International) English. The conferences are known as very supportive. Delegates from all countries help each other to understand as much as possible, also if English is a kind of handicap.

CONFERENCE FEE

The conference fee will be €300 (€250 for Ph.D students) including the programme and abstract book, lunches, coffee and tea, excursion and receptions. Early registration payments made before 15 March, 2009 qualify for a **€25 discount**. Accommodation and other meals are not included.

CANCELLATIONS

Cancellations before 15 March, 2009 will be entitled to a refund of 50% of the registration fee. No reimbursements can be offered after 15 April, 2009.

ORGANIZING COMMITTEE

The conference is coordinated as a joint enterprise by the University of Toronto & the University of Amsterdam & the IAIMTE:

Chair

- Mary Kooy, OISE/University of Toronto,

Members

- Shelley Peterson, Linda Cameron, Clare Kosnik, David Booth, OISE/University of Toronto
- Godelieve Debeurme, Univ. of Sherbrooke
- Isabella Montesinos Gelet, Univ. of Montreal
- Dana Colarusso, Alice Wong, Grad. Students OISE/University of Toronto
- Isabelle Gauvin, Grad Student, U. of Montreal

IAIMTE

- Gert Rijlaarsdam, IAIMTE chair, University of Amsterdam, Marleen Kieft, IAIMTE secretary
- Tanja Janssen, SIG Research in Literature Education, University of Amsterdam

Special Interest Groups (SIGs)

SIG Research in Teacher Development in MTE, Mary Kooy,

mkooy@oise.utoronto.ca

SIG Research in Literature Education, Tanja Janssen, coordinator, T.M.Janssen@uva.nl

and Irene Pieper, irene.pieper@uni-hildesheim.de

PROPOSAL AND REGISTRATION

To find links to the electronic registration form and proposal form

<http://www.ilo.uva.nl/Projecten/Gert/iaimte/default.html>

REGISTRATION ADDRESS

IAIMTE 2009 Conference
Graduate School of Teaching and Learning
University of Amsterdam
Marleen Kieft
Spinozastraat 55,
1018 HJ, Amsterdam
The Netherlands
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marleenkieft@casema.nl

PROPOSAL DEADLINE

15 DECEMBER, 2009;

NOTES OF ACCEPTANCE

WILL BE SENT BY 1 FEBRUARY, 2009.

For news: see <http://www.ilo.uva.nl/Projecten/Gert/iaimte/default.html>

International Association for the Improvement of Mother Tongue Education

The Learning and Teaching of Language and Literature