Key thinkers, Key theories:

The contribution of theory to academic language and learning practice

Swinburne University of Technology, Lilydale, Victoria, Australia

November 22-23, 2012

Conference program by session

Key thinkers, Key theories: The contribution of theory to ALL practice

Symposium details:

Dates: November 22-23, 2012

Venue: Swinburne University, Lilydale Campus, Victoria

This event, which will focus on the theoretical underpinnings of Academic Language and Learning practice, is being organised jointly by staff from Swinburne University, University of Melbourne and Monash University, with funding provided by the Association of Academic Language and Learning (AALL), and the Faculty of Higher Education (Lilydale), Swinburne.

Keynote speakers:

- Anne Freadman (University of Melbourne) - Genre theory
- Karl Maton (University of Sydney) - Sociology of knowledge
- Anthony Paré (McGill University, Canada) - Rhetorical theory
- Gordon Taylor (Formerly Monash University) - Theorising Language and Learning Practice

The aims of the symposium are:

- To promote critical and collegial discussions around the idea of 'theory' as a basis for building on the intellectual foundations of the academic language and learning field in Australian higher education
- To explore the variety of theoretical ideas and concerns that inform ALL work
- To examine how these ideas have been used, or could be used, in ALL practice

Guidelines for submitting proposals

Individual papers will be for 30 mins (20 mins presentation + 10 minutes discussion). Proposals should identify the preferred paper type i.e. i) Focus on key thinker; i) Focus on key theory; iii) Other format. Proposals should include a title, an abstract of 250 words or less (excluding references), and contact information. Abstracts will be peer reviewed. We will notify presenters of the outcome of their submissions in June/July. Registration for the symposium will open at this time.

Publication

There are plans to produce a publication after the symposium – either a book publication or special issue of the Journal of Academic Language and Learning (JALL). It is expected that the publication will be composed of multiple short chapters (4,000-5,000 words maximum) based on the presentations. We will advise presenters of the guidelines for the writing and submitting of such work after the symposium.