

## CALL FOR PRESENTATIONS

### AFDECE 9th International Colloquium

(Association française d'éducation comparée et des échanges)

**Montreal, October 14-16, 2010**

Co-hosted by

McGill University and Université de Montréal

(in collaboration with the Université des Antilles et de Guyane)

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### **THE INTEGRATION OF CULTURE INTO THE LANGUAGE CLASS: THEORY, TRAINING AND PRACTICE**

Integrating culture into the language classroom was long considered a one-dimensional question which basically involved identifying a cultural “object” most often linked to the arts and/or literature, or another socially established *culture*, and ensuring, from a methodological standpoint at least, that it was integrated coherently. For nearly 20 years, both theory and practice have underlined the inseparable links between language and culture and their fundamental importance to the pedagogical design of second/foreign language training courses. Scientific, theoretical, and empirical research has intensified in recent years, notably in the area of intercultural communication, a domain in which Canada is recognized for its leadership. Today, more than ever, integrating culture into the language classroom raises complex questions that compel us to reflect upon intercultural realities inside and outside the classroom that have an impact on how we deal with the target culture.

For the different views on culture in general, and on the target culture in particular, to be taken into account, we must foster dialogue and create a welcoming space for the other culture. In the language class, this means mastering this dialogue in order to capitalize on all aspects of projects and objectives established for the course by the teaching/learning institution and the government.

The comparatist framework established by the AFDECE, as well as the intercultural perspective of the 9th colloquium, offers a context particularly conducive to a vigorous and constructive exchange on our theme. In order to explore the full potential of this subject, we propose four areas for discussion:

1. *Theoretical contributions: concepts and definitions*  
Concepts and terms such as culture, interculturality, and identity are historically, socially, and politically specific. They are also influenced by the theoretical models that underpin their usage. Our objective is to promote dialogue that will elucidate their usage and scope.
2. *Views and representations: culture and cultural objects of the target language*  
Views and representations of culture and cultural objects have a profound effect not only on the development of methodologies but also on teaching practices, learning processes, and classroom interaction.

3. *Issues and training: state of affairs and prospects*

4. *Didactic issues and teaching practices: critical and intercultural perspectives*

Teaching practices are closely linked with the multi-cultural and socio-cultural environments of the classroom. Our objective is to promote dialogue about how these factors are taken into account in the practice of the profession.

We invite you to submit presentation proposals related to the four areas outlined above. While the language of the conference is primarily French, we welcome submissions and presentations in English.

Submission guidelines:

- a. Proposals should indicate one of the four areas of discussion and should reference the theoretical framework of the research or practices, as well as any results/implications.
- b. Abstracts should not exceed 200 words and should be suitable for publication in the colloquium program should the proposal be accepted.
- c. Proposals should be accompanied by a short biography (maximum 75 words).
- d. Proposals should be submitted in a two-page Word document (Times New Roman, 12 point font): the first page should include the name of the presenter, the title of the presentation, the name of the institution/unit, the presenter's contact information, including email address, and the short biography; the second page should include the title of the presentation and the abstract.

Conference speakers will have 20 minutes each to give their presentations. This will be followed by a 10-minute question period.

Submit proposals no later than March 31, 2010 to: [afdece2010.conted@mcgill.ca](mailto:afdece2010.conted@mcgill.ca).

For questions about proposals, contact Morgan Le Thiec: [afdece2010.conted@mcgill.ca](mailto:afdece2010.conted@mcgill.ca)

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