



## SYMPOSIUM

### ***Sociocultural Approaches to Additional Language Learning/Teaching Research and Teacher Education: Bridging the Gap between Practice and Theory***

Organized by the research groups Gr@el/Proa (University Pompeu Fabra, Barcelona) and CILCEAL (University Ramon Llull, Barcelona)

Barcelona, OCTOBER 14<sup>TH</sup> to 16<sup>TH</sup> 2015

Despite the many theoretical and research contributions in the field of additional language acquisition and learning, the **transfer** of both into teaching practice is still unsatisfactory. Thus, the gap between the academic field and classroom practice remains a controversial issue both in education in general and in the teaching/learning of additional languages in particular.

It might be argued that the academic field usually takes the initiative by defining the problems and situations to be investigated. Those at the centre of the research (e.g teachers and learners) cannot usually play an active role in the process, as they are rarely given the chance to decide about such problems. Furthermore, more often than not, the results of the research do not directly revert in the improvement of teaching nor are they adequately disseminated. This becomes all the more surprising, if we consider that teachers and learners should be those who most directly benefit from such results.

Drawing upon the dialectic relationship between theory/research and practice proposed by Vygotsky, according to which both are inherently intertwined and equally necessary to knowledge, the symposium aims to offer a forum of discussion and reflection around four closely related questions:

- 1) What research issues are meaningful for classroom practice? Which issues need to be addressed and why?
- 2) What research methods are most suitable for dealing with such issues from the point of view of their contribution to teaching practices?
- 3) How do we have to deal in teacher education programs with both strands (theory / research and practice) in order to promote transformation in teaching practices? Which are the keys?
- 4) What kind of learning environment is needed in schools for teachers to become agents of transformation? Which are the keys?



The symposium is addressed to professionals in the field of additional languages learning, teaching and research with a common interest in bridging the gap between practice and theory such as university teachers-researchers, teachers participating in inquiry groups, pedagogic coordinators in schools, and members of Governmental Resource Centres for teachers.

We are pleased to announce that Professor James P. Lantolf (Center for Language Acquisition, The Pennsylvania State University USA) will be our Plenary Speaker at both the Opening and Closing sessions.

Given the international character of the symposium, English will be the main language of communication. Catalan and Spanish will be used too, so participants should understand at least one of these two languages.

**Please send the proposals to Marta Garcia ([marta.garcia@upf.edu](mailto:marta.garcia@upf.edu)).**

**Deadline: 20 May 2015.**

**The forum is limited.**