

## OPEN INVITATION & CALL FOR PAPERS

### Integrational approaches to teaching and education

A conference sponsored by the  
International Association for the  
Integrational Study of Language  
and Communication (IAISLC)

Dubai, [Emirates Academy of  
Hospitality Management](#),  
22nd-25th October, 2015



### New ideas on communication

Trends in the field of education today are moving beyond traditional ideas of communication according to which meaning is transferred from sender to receiver through the fixed code of language. Meaning is now thought of as being communicated across multiple modalities, and meaning-making is treated as a functional praxis relative to context and situation.

This move away from a narrow definition of literacy as the basis of one's communicational ability has created higher expectations concerning the sign- or meaning-making capacity of both teacher and student.

But what is it to make meaning? What is it to make a sign? What is a sign? The traditional model of communication declares that signs are preestablished units of meaning bound to expressions and that communication consists in encoding and decoding these signs. Can this model still account for the ideas of signs, meaning and communication expressed in the new approaches to education? If not, which communication theoretical foundation can support them?

Integrationism is a theory of communication originally formulated in the writings of the linguist Roy Harris (Harris, 1981, 1996, 1998, 2009). It dismisses the ideas that communication 1. transfers thoughts between individuals and 2. that this happens through preestablished signs. It suggests instead that signs (and contexts) are created by actors in local situations as they attempt to integrate present experience, with past and anticipated experience.

These claims appear to have implications for teaching. For example, what is the product of learning, if it is not received knowledge? And how do we assess this product? Are signs still to be thought of as symbols that stand for something other than themselves? If signs are not merely decoded, but *made* in situations, how can we describe this sign-making process? Can we describe it in a way that allows us to reflect on and improve the exercise of it within acts of speaking, writing and comprehending?

In this upcoming international conference sponsored by the IAISLC we wish to examine how integrationist thought can contribute to developments in teaching and education. To accommodate practically applicable results of this investigation, the conference will open with keynote explorations of the process and the product of meaning- and sign-making as well as the integrationist concepts of communication, signs, meaning and contexts.

The conference will also encompass invited presentations exploring teaching and learning as communication and workshops focusing on what the perspective on teaching and learning as communication that is established in the first sections of the conference, entails for teaching in general and teaching literacy, linguistics and literature in particular.

The conference welcomes teachers, education specialists as well as communication scholars and integrationists from across academia. We especially welcome papers from teachers or scholars in the field of education already working beyond the structuralist model of communication with a multimodal approach to communication, who would like to share their perspective and findings on teaching and learning as communication or the challenges of leaving a structuralist model of communication behind.

Abstract (not exceeding 500 words) should be submitted no later than **February 15th, 2015**,  
to both of the following email addresses:

[apable@hku.hk](mailto:apable@hku.hk)

[cskibdalconrad@gmail.com](mailto:cskibdalconrad@gmail.com)

Notification of acceptance will be provided by March 15th.

Practical information:

There will be a conference fee covering rental of the Academy's Lecture Theaters, as well as coffee breaks and lunch. The exact amount is dependent on the final number of attendants, yet it is not expected to exceed 100 USD per conference day. Emirates Academy offers accommodation at reasonable prices (a studio apartment with private bath and kitchen is offered at 77 USD per day, a twin room with private bath and kitchen is 89 USD per day). 30 rooms are currently reserved and available on a first come, first served basis. Please email [Khin.Linn@emiratesacademy.edu](mailto:Khin.Linn@emiratesacademy.edu) if you would like to book a room.

NB: If you plan to attend, please do book your airline tickets well in advance as Dubai attracts a lot of visitors during the Fall/Autumn months due to its pleasant temperatures.

Further information can be obtained by contacting the conference coordinator at [cskibdalconrad@gmail.com](mailto:cskibdalconrad@gmail.com)

With kind regards,

Dr. Charlotte Conrad (independent scholar, Dubai) [cskibdalconrad@gmail.com](mailto:cskibdalconrad@gmail.com)

Dr. Adrian Pablé (University of Hong Kong, Secretary IAISLC) [apable@hku.hk](mailto:apable@hku.hk)

#### REFERENCES:

Harris, Roy. 1981. *The Language Myth*. London: Duckworth.

Harris, Roy. 1996. *Signs, Language and Communication*. London, New York: Routledge.

Harris, Roy. 1998. *Introduction to Integrational Linguistics*. Oxford: Pergamon Press.

Harris, Roy. 2009. *After Epistemology*. Gamlingay: Bright Pen.