

# 東海大學

## 外國語文學系

### The 36<sup>th</sup> International Conference on English Language Teaching and Learning

第三十六屆中華民國英語文教學研究國際研討會

May 17-18, 2019

Tunghai University, Taichung, Taiwan

### *English Learning and Teaching on the World Stage*

#### Call for Papers

The 36<sup>th</sup> International Conference on English Language Teaching and Learning will be held from May 17<sup>th</sup> to May 18<sup>th</sup>, 2019 at Tunghai University, Taichung, Taiwan. This conference aims to bring together researchers, teacher educators, and English teachers from different parts of the world to reposition themselves on the ever-changing World Stage of English teaching and learning.

In the midst of rapid technological innovation and continuous globalization, English language learning and teaching has undergone phenomenal changes. English learning and teaching is no longer bound to classroom setting. Virtual classroom has become a viable alternative to many English language learners around the world. Convenient accesses to the authentic English language input via the Internet have strengthened the continuity between in-class and outside class language practices. Nevertheless, the digital divide also further complicated the gap in English proficiency between the students living in the cities and those in the rural areas. Some English learners are trying to sustain and keep up with English whereas other are thriving with easy accesses to the Web 2.0 resources, and after-school online tutoring.

At the juncture of ample possibilities and yet immense uncertainties, many ELT practitioners are met with the challenge of sustaining the established practices and at the same time blending in innovative ones with an attempt to reach every student. With these ongoing changes, how the English language teachers are trained to meet the needs of generation Z remains dubious. In research, we have seen burgeoning intercultural, interdisciplinary, transnational collaborations in an array of topics, and yet there are still so many unanswered questions. Can CALL help the students struggling with English learn better? What are the strategies that English teachers can utilize when teaching students with varying English abilities in the same classroom? How can the EFL teacher training reflect the needs of 21st Century learners?

Possible themes of the 36<sup>th</sup> International Conference on English Language Teaching and Learning include, but are not restricted to:

- Computer-assisted language learning/Mobile-assisted language learning
- Instructional design or strategies for teaching English as second/foreign language
- ESL/EFL teacher training
- Inter-disciplinary Collaboration for ESP Curriculum Development
- Co-teaching between the NEST and the NNEST in EFL Context
- Tele-collaboration in language learning or teacher training
- Socio-cultural Influences on English Language Learning
- Literature-based English Language Teaching
- Content-based language teaching in EFL context

Types of Presentations:

- Individual papers
- Poster presentations

Guidelines for Proposal Submission

Abstracts must be submitted via the conference website. Please prepare the following information and your abstract by adhering to the abstract format.

- The conference language is English. Abstracts are written in English and papers are presented in English.
- The title of the paper
- A 50-word short abstract (for publication in the conference program)
- A 300-word extended abstract (for evaluation by reviewers)
- 3-5 keywords
- Presenter Information (Please fill in the required information on the abstract submission page)
- Submitted abstracts will be sent out for a blind review with the enclosed evaluation criteria.

Important Dates

- Abstract submission deadline extended to February 10<sup>th</sup>, 2019
- Notification of abstract acceptance: Before March 5<sup>th</sup>, 2019
- Deadline for early-bird registration: March 31<sup>st</sup>, 2019 (Presenters must register before this date to ensure inclusion in the final conference program)
- Deadline for online registration: April 15<sup>th</sup>, 2019
- Conference (On-site Registration Open): May 17<sup>th</sup>-18<sup>th</sup>, 2019

Contact Information

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### 2018 ETRA Evaluation Criteria

Criteria	Poor 1	Fair 2	Satisfactory 3	Good 4	Excellent 5	Scores
<b>1. Currency, Importance and Appropriateness to the Field and Audience</b>	The topic is not current, lacks importance or is not appropriate to the field and/or audience. It is not a session worth attending.	The topic is tangentially related to the field, or not current or important to the audience. It is probably not a session worth attending.	The topic may not be current or groundbreaking, but it is relevant to the field and audience. It may be a session worth attending.	The topic is current, important and appropriate to the field and audience. It is probably a session worth attending.	The topic is cutting-edge, immediately relevant, or highly significant to the field. It is definitely a session worth attending.	
<b>2. Purpose &amp; Participant Outcomes</b>	The session objective or participant outcomes are not stated or implied, or are not clear.	The session objective and participant outcomes are too general or broad to be achievable, or too narrow to be useful.	The session objective and participant outcomes are stated or implied, but may not be focused enough to aid in audience's session selection.	The session objective and participant outcomes are clear in the session title and/or description, and it is clear how they will guide the audience's session selection.	The session objective and participant outcomes are clear in the session title and/or description. Readers can envision what will be learned and it contains specifics that make the reader want to learn more.	
<b>3. Motivated by Theory, Practice and/or Research</b>	It is unclear from the abstract how this session is connected to theory, practice or research from the field.	The abstract refers to theory, practice or research from the field, but it is not specific or doesn't relate to the content of the presentation.	The abstract refers to some extent to theory, practice and/or research on which the presentation is based.	The abstract refers clearly to theory, practice and/or research on which the presentation is based, in a way that is clear and related directly to presentation content.	The abstract refers specifically to the appropriate theory, practice or research on which the presentation is based, in a thorough and comprehensible way that	
<b>4. Instructional Practices &amp; Applications</b>	The proposal makes little or no mention of instructional practices or application in the field.	The proposal mentions instructional practices or application in the field, but they are unclear and not relevant to the context.	The proposal mentions instructional practices or applications in the field that are relevant to the context, but may not be innovative or immediately useful.	The proposal presents instructional practices and/or applications that are clear and useful.	The proposal presents instructional practices and/or applications that are innovative and immediately useful.	
<b>5. Clarity of Proposal as Indicator of Presentation Quality</b>	The way in which the abstract is written indicates that the delivery of the presentation may be poor.	The way in which the abstract is written suggests that the delivery of the presentation may be weak.	The abstract is adequately written but indicates that the presenter may not have a good sense of the conference audience, or the quality may be uneven.	The proposal abstract is clearly written and suggests that the quality of the presentation will be good.	The proposal abstract is well written and indicates that the presentation will be of professional quality.	