

# 28<sup>th</sup> International Symposium and Book Fair on English Teaching

## Theme: Collaboration and Communication in Language Learning and Teaching

**Conference organizers:** Department of English Language & Literature, Language Center,  
Chinese Culture University & English Teachers' Association of the  
Republic of China (ETA-ROC)

**Date:** November 9-10, 2019

**Venue:** Chien Tan Overseas Youth Activity Center, Taipei, Taiwan

## Call for Papers

Language learning and teaching, like all other areas, innovates constantly, and collaboration at all levels contributes to the most desirable outcome: collaboration between theorists and practitioners, between teachers themselves, between teachers and students, and between students themselves. As interdisciplinary communication becomes the norm in academia, collaboration takes an even more significant role. It's not unusual a language teacher sits with a content teacher to plan a lesson that integrates the important knowledge of a particular field into a language class so that learners are able to develop more solid and useful professional competence and skills through the medium of English.

Communication has been the focus of language learning. It goes hand in hand with collaboration. Theories and applications of communication are more relevant and useful if they can be integrated with those of collaboration in that satisfying collaboration is mostly achieved through effective communication. It is thus imperative to reexamine the theories of communication to come up with innovative approaches to teaching communication in the language classroom to facilitate English learning and communication to accomplish the learning objectives.

While the conference this year will focus on collaboration and communication in language learning and teaching, proposals on all aspects related to teaching and learning in the language classroom at all levels are welcome for submission, ranging from quantitative research to case studies, comparative work to methodology and pedagogy. The following areas will be of particular emphasis:

- ★ **Primary School Teaching Issues.** Our English language teaching in Taiwan and much of East Asia began at the primary school level over twenty years ago, yet classes may be limited to two hours per week. Is this enough for significant learning? What issues are of relevance to primary school teachers?
- ★ **Secondary School Teaching Issues.** One of the complaints of some teachers is that all students use the same materials and are expected to progress at the same rate, yet often students fall behind. Grouping classes by ability can be controversial. The secondary level is where most students get the bulk of their English training. How can we generate more efficient learning? What are the different issues that affect learning in junior high, senior high, and vocational schools?
- ★ **Teacher Training.** Considering various concerns at all levels of ELT, how can our pre-service and teacher training address these issues?
- ★ **Technology.** Digital technologies and distance learning have now been in use for a number of years. While many schools have spent a lot of money on the hardware, have there been any positive results?

- ★ **Research.** There is continuing need for research in traditional areas of English teaching and learning to suggest more effective ways to facilitate student learning. This included studies on methodology as well as research into related fields such as second language acquisition, psychology and the rapidly-developing neurolinguistics to better inform teachers of how learning actually takes place.
- ★ **Testing and Evaluation.** Nowadays most universities require the passing of an established English test (GEPT, TOEFL, TOEIC, or others) at a certain level before graduation. Though controversial, this trend is set to stand. While these tests meet established standards, other tests have not been so rigorously scrutinized, yet we use them to determine students' grades and ultimately their futures. What has been done or what can be done to make our everyday tests better? How can these issues be addressed effectively?

Other areas, such as Bridging Theory and Praxis in ELT, Enhancing Professional Development of English Teachers, Classroom Practice, Teaching Strategy, Improving Students' Motivation, and English as Lingua Franca, are also suggested for submission.

#### **Conference/Paper Language:**

The languages of the conference are English and Mandarin Chinese. Papers to be presented in Chinese must have titles and proposals submitted in Chinese. If a proposal is submitted in English, the paper should be delivered in English as well.

#### **Types of Presentations:**

- ★ **Papers.** These are formal lecture presentations on something the presenter has done in relation to either theory or practice. The abstract should include a synopsis of the paper, a central idea, supporting evidence, and a conclusion. The duration is 30 minutes including time for questions and comments from the audience.
- ★ **Workshops.** These are demonstrations or discussions which focus on hands-on teaching experiences or techniques and in which the audience is expected to be actively involved. The one-page abstract should include a statement of the presenter's central purpose and a description of the tasks to be performed during the workshop. The duration is 60 minutes including time for questions and comments from the audience.
- ★ **Colloquia.** A colloquium provides both formal presentation and participant discussion. It is a forum for a group of scholars to discuss a current issue in the field and also provides an opportunity for discussion among those in attendance. Presenters exchange papers in advance and make formal responses to each other's positions. The organizer of the colloquium is responsible for securing the participation of people representing various viewpoints in the field before submitting a proposal. Each participant/presenter in the colloquium should submit a one-page abstract and fill out the presentation proposal form. In addition, the organizer should write a one-page abstract which summarizes the content of the whole colloquium in general. The individual abstracts and proposal forms along with the general colloquium abstract must be submitted in one package. The duration is 105 minutes.
- ★ **Panel Discussions.** This is an opportunity for a group of scholars to discuss current issues in TEFL and for open discussion among all in attendance. It is less formal than a colloquium; members of the panel present their points of view and exchange opinions with the audience, but they do not give formal paper presentations. The one-page abstract should include, in addition to a synopsis of the issue(s) to be discussed, a brief schedule of the presentations and the discussion time. The duration is 105 minutes.
- ★ **Publishers' Sessions.** In these sessions, representatives of publishers demonstrate how a textbook or other teaching material can be applied in the classroom. The duration is 60 minutes. **Publishers MUST indicate their session is a Publishers' Session on the Presentation Proposal Form; otherwise, the session will be vetted as a regular presentation.**
- ★ **Criteria for Selection.** All proposals will be subject to a blind review by a team of ELT experts selected by the Conference Coordinating Committee. Relevance to the theme of the conference

and to English language teaching practice in Taiwan and the neighboring regions, quality of research, and originality of approach are among the major considerations in acceptance of papers. The committee reserves the right to turn down proposals for presentations without assigning reasons.

**Guidelines for Proposal Submission:**

- ★ Prepare the abstract **WITHOUT** your name or other identifying information. The abstract should fit on one sheet of A4 paper (**limited to 200 words in length**), using APA format. Abstracts written in Chinese or other languages **should** be typed on computer and follow a similar format. The **title** should appear on the first line and be **limited to 10 words**.
- ★ Please fill out the online [Presentation Proposal Form](https://sites.google.com/view/28etaconference/home) at the conference website: <https://sites.google.com/view/28etaconference/home> and upload your abstract at the end of the form by **February 28, 2019**.
- ❖ **In order to be considered for publication in the conference proceedings, you MUST submit your full paper via e-mail attachment by July 31, 2019.**
  - ★ Please include all of the following five items with your proceedings submission. The following information is required and is to be in the following order (1, 2, 3, & 4 on the first page, and 5, **WITHOUT** your name or other identifying information, on the second page):
    1. Title of the submission.
    2. Name(s) of the author(s).
    3. Affiliation(s) of the author(s).
    4. E-mail address(es) of the author(s).
    5. Full paper, using **APA format**.
  - ★ In the subject line of the e-mail, please indicate “2019 ETA full paper.”
  - ★ Please e-mail your attachment to [2019etaconf@gmail.com](mailto:2019etaconf@gmail.com)
- ❖ **Presenters will be limited to a maximum of ONE individual presentation (paper or workshop) and one joint presentation per person.**
- ❖ **If you have any further queries, please do not hesitate to contact the conference organizing committee at [2019etaconf@gmail.com](mailto:2019etaconf@gmail.com) or call +886-2-2861-0511 ext. 23705.**