

CALL FOR PAPERS

2nd ACM Chapter International Conference on Educational Technology, Language and Technical Communication

Aizuwakamatsu City, JAPAN
27-31st January 2020

The **ETLTC 2020 theme – Education Technology, Language, and Technical Communication:**

Collaboration between the use of technology in global education and the language that communicates such use to improve both education quality and customer satisfaction worldwide – is an opportunity to create synergy between educators and industry professionals across a wide spectrum of applications.

The conference's three cross-cutting themes are designed to help unpack the interrelations of quality education, use of technology for academic and industrial learning, and the technical communication that will help people understand the details of the use of such technology through the lenses of linguists and technical communicators, consumers of technology, customers who handle e-commerce technologies and interfaces that lead to learning; teachers including corporate trainers; education specialists, school and corporate leadership, and school and corporate governance.

ETLTC's community of educational researchers, policymakers, and practitioners increasingly recognize that educational and industrial challenges in the use of technology, language and communication are getting increasingly complex, dynamic and multidimensional. ETLTC will, therefore, create a platform for exchange, learning, and collaboration between professionals who are working directly in the industry or in close association with it, and traditional academics who work with different educational technologies in daily life. This platform will also allow us to understand how to bridge the gap between what we teach in our classes, and how useful it is in real life industry (transfer skills).

The organizing committee is seeking the following types of proposals:

Individual Paper Presentation:

A paper proposal can be submitted by an individual or small group of authors. Authors present abbreviated versions of their papers followed by comments/critique and audience discussion. Paper sessions are 90 minutes in length and will include 5-6 papers.

Symposium:

A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. They may present alternative solutions, interpretations, or contrasting points of view on a specific subject, or in relation to a common theme. Frequently interactive, a large portion of the session may be devoted to dialogue among presenters and discussant, questions and discussion among all those present, or small-group interactions.

Symposia are 90 minutes in length. They include 5-6 presentations.

Roundtable Discussion:

A roundtable session consists of 3-4 individual paper presentations grouped according to a cross-cutting research problem or issue or where researchers, policy makers and practitioners with similar interests would benefit from the exchange, discussion, and collaboration. Proposals for a roundtable session can be submitted by an individual or small group of authors.

Roundtables are 90 minutes in length. They include 3-4 presentations.

Poster:

Poster sessions combine the graphics display of materials with the opportunity for individualized, informal discussion of a project in research, policy and/or practice. Individual presenters set up displays in a large area with other presenters. Posters should be set up to be visible for the duration of the conference. Presenters will be expected to be present at designated times.

Workshop:

Workshops offer a forum for discussion of a broad range of emerging and specialized topics of interest to the ICSEI community. Workshops are more interactive and informal than paper sessions and can involve extended discussion, group brainstorming sessions, mini-tutorials around key ideas, and proof-of-concept demonstration sessions. Workshops are 90 minutes in length.

Virtual Sessions:

Virtual sessions will allow those presenters who would not be able to attend the conference in person to upload a presentation (15-minutes movie file) at the conference website and attend questions from the conference participants worldwide. Virtual attendees will also get an opportunity to publish in the proceedings exactly like the other participants and will get a virtual certificate of participation sent on postal mail to their registered address.

Proposal Selection and Topics: The selection process for all types will be blind refereed.

The five major conference themes are as follows:

1. Computer Assisted Language Learning
2. Task-based Language Learning
3. Educational Technology in Academia and Industry
4. Information Design and ELearning
5. Technical Communication

The topics include, but not limited to the following:

Computer Assisted Language Learning

1) Language Learning Environments and CALL

- Designing and implementing contextualized technology-enhanced language learning environments.
- Local versus global CALL environments.
- Blended learning and hybrid courses.
- E-learning systems.
- Flipped classes.
- Assessment & evaluation of CALL environments.
- Task-based CALL in online systems.
- Computer-Supported Collaborative Language Learning (CSCLL).
- Network-based language teaching (NBLT).
- Effective feedback strategies in online systems.
- Productivity suites.
- Project-Based Learning.
- Virtual reality.
- Websites for language practice.
- Course Management Systems.

2) Ubiquitous Language Learning

- The use of mobile technologies, such as tablets, iPads, smartphones, etc., to provide flexibility and access to language learning opportunities.
- Rationale, theories, pedagogies and best practices in the use of technology for learning a language

anytime, anywhere, and with any device.

- Methodological implications for mobile technology content development.
- Developing language materials for ubiquitous learning.
- Podcasting.
- Apps for language learning.
- Modes of delivery.
- Mobile Learning and Ubiquitous Technologies.

3) Intercultural Language Learning through ICT

- Telecollaboration and video-web conferencing.
- Exploiting social networks for language learning.
- Computer-supported collaborative language learning across frontiers.
- Cross-cultural awareness through ICT.
- The use of social networking technologies by language teachers and learners to share expertise, knowledge, and information.
- Social networking.

4) Worldwide Collaborative CALL

- Open (Linked) Data and Open Content.
- MOOCs for language learning.
- Harmonizing theories, research, and practice.
- Free/shareware/open source technology for developing language learning materials.
- Working collaboratively to disseminate and adapt innovations so that they can be used by practitioners separated by location or culture.
- Growing innovation through collaborations across international institutions.
- Working towards worldwide collaboration for the sharing and re-use of digital language learning materials.
- Design and development of applications that cross geographical, physical, psychological, and financial boundaries.
- Catalyzing international cooperation for language learning.
- Open Educational Resources.
- Identifying priorities of particular languages, groups and/or regions, with the aim of increasing collaboration and growth.
- Facilitating wider access to multilingual quality language learning worldwide.
- Growing diverse online communities of language learners/teachers.

5) CALL and Multidisciplinary for targeting learners' needs

- From needs analysis to multidisciplinary language learning materials design.
- Bridging the gap between language teachers' perspectives and new language learners' needs.
- Augmented reality in second language teaching and learning.
- CALL for matching learners' minds.
- Learners just want to have fun: technology and games for language learning.
- Game-based learning strategies in technology-enhanced language learning environments.
- Gamification and virtual reality.
- Language learning systems for targeting specific audiences.
- Corpus-aided language learning.
- Semantic Web 3.0.

6) Teacher Professional Development and CALL

- Integrating CALL in initial teacher education.
- Integrating CALL from k-12 to tertiary education.
- Teacher training in ICT for enhancing language learning.
- Developing strategies for teacher education and professional development.
- CALL on a small budget.
- Extra-curricular study.

7) ICALL

- ICALL and ITS systems for e-learning platforms.
- Natural Language Processing in language learning.

8) Learner's Autonomy and CALL

- Supporting the development of language learners' autonomy.
- Motivation, guidance, and accountability in language learning without the teacher present.
- Self-efficacy and learner autonomy, self-regulated language learning.
- Learner behavior.

9) CALL Framework

- Developing theoretical frameworks, models, principles, and guidelines for the development of CALL innovations with a view to the longer term.
- Changes to the use and application of CALL terminology.
- Pedagogy for developing CALL.

10) CALL Research

- Current and perceived future CALL trends, gaps, and research needs.
- Developing qualitative and quantitative studies (methods, techniques, tools, etc.).
- Corpora & Databases.

11) Evaluation and assessment

- Assessing language learning achievements (knowledge, skills, attitudes, motivation, satisfaction).
- Criteria for evaluating the effectiveness of language learning software systems.
- Assessment strategies in b-learning and e-learning environments.
- computer-based languages tests.

12) CALL for Minority Languages

- Safeguarding endangered and indigenous languages through technology.
- CALL for Teaching Less commonly taught languages.

13) CALL and Government Priorities for Language Learning

- Evolving national and international government priorities that impact upon the overall use of CALL.
- Common international language standards for curriculum and syllabus development.

14) CALL Materials Design

- Listening, Speaking and Pronunciation
- Reading.
- Writing.
- Grammar.
- Curriculum development.
- Podcasting.
- Video.
- Sustainability of resources.
- Low-cost devices.
- Pedagogy for developing CALL materials.

Task-based Language Learning

- Tasks in SLA
- Tasks in language education
- Theoretical perspectives on TBLT
- Sociocultural aspects of TBLT
- Task features, complexity, design
- TBLT methodology
- TBLT implementation and innovations
- Technology-mediated TBLT
- Tasks and the role of the learner

- The role of the teacher and TBLT-based teacher education
- TBLT in contexts
- Needs analysis in TBLT
- Task-based assessment
- Evaluating task-based instruction, materials, and programs

Educational Technology in Academia and Industry

1. Education in Context

- a. Education in the Network Society
- b. Educational Games
- c. Social Media in Education
- d. Home Schooling
- e. Students' Rights
- f. Parents' Rights
- g. Teachers' Rights
- h. Student-Safe Searching
- i. School Violence
- j. Education and Tolerance for Peace
- k. Education in Developing Countries

2. Education as Professional Field

- a. Teacher Education
- b. Teachers' Professional Development
- c. Teachers' Workload
- d. Teacher Support for Grading, Time Tabling, Grading, Learning Tools, and Online Learning Software
- e. Teachers' learning in Communities of Practice
- f. Web-based Communities for Teacher Support
- g. Teachers' Career Planning
- h. Legal and Financial Issues
- i. Conflict Resolution and Mediation
- j. Governance and Servant Leadership
- k. Educational Policies

3. Curricular Evolution

- a. Problem-based Learning
- b. Critical Thinking Skills
- c. Creativity Skills
- d. Learning Citizenship
- e. Global Education
- f. Media Literacy / -Pedagogy
- g. Multicultural Education
- h. Alternative Assessment Methods

4. Learner Orientation

- a. Student-Oriented Learning
- b. Peer- and Collaborative Learning
- c. Learning Strategies: Learn how to Learn
- d. Motivating Students
- e. Recognizing Students' Learning Styles
- f. Special Education

5. Integrating Educational Technologies

- a. Social Media and Social Networking
- b. The Semantic Web 3.0
- c. Podcasting for Broadcasting Video Lectures

- d. Podcasting feedback to students
- e. Wiki and blogs in Higher Education
- f. Mobile, Virtual and Vicarious Learning
- g. Simulations and Modeling

6. International Higher Education

- a. Marketing Higher Education as a Business Case
- b. Pitfalls and Solutions in Joint and Double Degree Programs
- c. Enculturation and International Teacher Accreditation
- d. Web-based, Mobile, Virtual Presence and Social Media to Overcome Student Mobility
- e. Blended Learning and Student Assessment at a Distance
- f. Student Mobility and Distance Education
- g. New-Emerging Standards and Benchmarks for Higher Education
- h. Education, Research, Exchange and Capacity Building
- i. 21st Century Academic and Industrial Brain Exchange
- j. Academic Salaries, Faculty Contracts, Residence Permits, and Legal Issues
- k. International Student Exchange Funding Programs: Erasmus Mundus, the U.S. Council on International Educational Student Exchange, and the Euro-American “Atlantis” program
- l. Networks for International Higher Education in the Pacific, Australia, Europe, Asian and European countries
- m. Higher Education, Cultural Diversity, Tolerance and Political Conflict

Information Design and ELearning

- E-Learning Evaluation
- E-Learning Tools and Systems
- E-Learning Content Development
- Electronic Publishing Tools for E-Learning
- Engaging Students with the World Digital and Global Discovery Online
- Virtual Universities, Classrooms, and Laboratories
- Developing and Organizational e-Learning Strategy
- Developing, Integrating, and Delivering E-Learning Solutions
- Digital Libraries for E-Learning
- Distance Education
- Distance Learning
- Methods and Procedures for the Global Classroom
- Industry-University Partnering Infrastructure of E-Learning Environments
- Interactive E-Learning Systems
- Knowledge Management in E-Learning
- Quality Management and Assessment in E-Learning

Technical Communication

- Structured authoring and information modeling
- Making content intelligent with metadata
- Content generation
- User-generated content
- Elimination of information silos
- Technical videos
- Dynamic content delivery and mobile documentation
- Agile project management
- Cross-cultural and Global Communication

Electronic Forums and Meetings
Usability and Usability Testing
Visual Communication
Writing Processes, Thinking Processes
Workplace Culture

Special Session:

ICT, DESIGN, SMART CITY, AND SOCIETY

Design Thinking and Planning
Smart Parking
Car sharing services
Traffic and public transport
Clean energy
Smart building
Waste disposal
Environmental protection
Citizen participation
Digitization of governance
Urban planning
Education
Business ecosystem
4G LTE
Internet Speed
Wifi Hotspots
Smartphone penetration
Living standard

Submission Requirements

Note: All submission types will be blind refereed. The evaluators will review all submissions without the names of the authors and presenters (which will be submitted separately). Thus, the names of the organizers and presenters should not appear in the text of the proposals.

Paper Proposal

The paper proposal should be in the form of an abstract comprising a maximum of 500 words excluding references, which will be used to judge the merits of the proposed paper. The proposal should outline the issue being explored or area of research being reported on, the conceptual underpinnings of the paper, its findings and a conclusion. The conference strand the paper connects with should also be indicated. The proposal should address the following as applicable:

Objectives or purpose
Perspective(s) or theoretical framework
Methods, techniques or modes of inquiry
Data Sources/evidence
Results and conclusions/points of view
The educational importance of this study for theory, practice, and/or policy
Connection to the conference theme

Symposium Proposal

The symposium proposal should begin with an introductory abstract of maximum 200 words that include: a statement of the overarching theme of the symposium and the conference strand this relates to; the issue(s) or question(s) to be addressed; and an overview of how these will be addressed. This must be followed by abstracts of each paper, 500-word maximum, excluding references. Each abstract should indicate the issue or question, key ideas or conceptual approach, the main findings and conclusion. The two components of the proposal will be used to judge the merits of the proposed symposium and should, therefore, be submitted as a single document.

The proposal should address the following as applicable:

Objectives or purposes of the symposium

Educational importance for theory, policy, research, and/or practice

For each presentation: role in the symposium, contribution to the symposium topic, perspectives, research methods, results or conclusions

Explanation of how the session will be organized

Connection to the conference theme

Poster Presentation Proposal

A proposal for a poster should be in the form of a maximum 500-word abstract and should include the research question or problem being investigated, overview of key ideas/concepts, methods, findings, and conclusions, which will be used to judge the merit of the poster. The conference strand the poster connects with should also be indicated. The following guidelines should be considered for preparing the posters:

Size: The poster surface will be approximately 1-meter x 1.5 meters; recommended dimensions of the poster are 0.60 m width x 0.85 m height.

Poster orientation: Portrait

The title of the presentation and the author's name and affiliation should appear at the top of the poster.

All the text and illustrations should be large enough to be viewed from a distance of more than one meter.

Figures and tables should be kept as simple as possible to easily communicate the main messages to viewers.

A large font size heading of no more than two lines should be provided with each illustration. It is helpful to highlight key points or conclusions in large font type in a distinct area of the proposal.

Workshop Proposal

A proposal for the workshop should be in the form of a 500-word outline that describes the area of practice to be explored during the workshop. Workshop proposals should make clear what knowledge, skills, tools, or insights participants might expect to gain from the session. Interdisciplinary and cross-sector workshops are strongly encouraged. The proposal should also identify which conference strand the session connects with. The proposal should address the following as applicable:

Objectives or purposes of the session

Educational importance for theory, policy, research, and/or practice

Connection to the conference theme

Formatting of Proposals: All abstracts, outlines, and references should use the following format specifications:

Abstracts:

500-word maximum for proposals of: individual papers; each paper in a symposium; and posters

200-word maximum for all other formats (including the symposium overview)

Outlines:

500-word maximum for proposals of: roundtable discussions; innovate sessions; and workshops (other types of proposals don't require outlines)

include outlines as attachments to the proposal submission

References are not included in the word counts

Evaluation of proposals

Proposals will be blind reviewed and evaluated by members of the ETLTC Networks and members of the ETLTC2020 Program Committee. Proposals will be judged in terms of their contribution to educational technology theory and application and technical communication policy, research, and/or practice, and the quality of explanation of the aims of the presentation, theoretical perspectives, methods of inquiry and analysis, the strength of results and conclusions, and connections to the conference theme. Symposium proposals will also be considered in terms of the structure of the symposium format.

For long papers, we will look into completed research, which clearly highlights how a study is conducted, the findings, the discussion of the results and its implications.

For short papers, we will look for studies in preliminary stages, but which clearly puts a detailed framework explaining the next course of action or expected results.

Experience Reports provide the opportunity for the author to share her/his practical experience through a paper and accompanying talk at the conference. An experience report is a reflection of their own industry experiences (e.g. challenges they have seen, what they tried and approaches they have taken, what worked and what didn't work).