

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 faculty and students 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 papers for the following sessions at the conference:

Individual Paper Presentation:

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.

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 SIX major genres for paper submission 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

Please check the following link for details about the above 5 themes:

<https://www.acmchapterseminarjapan.com/cfp2020>

6. Special Track: ICT, Design, and Planning for Smart Cities

<https://www.acmchapterseminarjapan.com/specialtracketltc2020>

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.
- 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

- Education in the Network Society
- Educational Games
- Social Media in Education

2. Education as Professional Field

- Teacher Education
- Teachers' Professional Development
- Teachers' Workload
- Teacher Support for Grading, Time Tabling, Grading, Learning Tools, and Online Learning Software
- Teachers' learning in Communities of Practice
- Web-based Communities for Teacher Support

3. Curricular Evolution

- Problem-based Learning
- Critical Thinking Skills
- Creativity Skills
- Learning Citizenship
- Global Education with Technology
- Media Literacy / -Pedagogy
- Multicultural Education with Technology

4. Integrating Educational Technologies

- Social Media and Social Networking
- The Semantic Web 3.0
- Podcasting for Broadcasting Video Lectures
- Podcasting feedback to students
- Wiki and blogs in Higher Education

- Mobile, Virtual and Vicarious Learning
- Simulations and Modeling

5. International Higher Education

- Web-based, Mobile, Virtual Presence and Social Media to Overcome Student Mobility
- Blended Learning and Student Assessment at a Distance
- Student Mobility and Distance Education

Information Design and ELearning

- E-Learning Evaluation
- E-Learning Tools and Systems
- E-Learning Content Development
- Electronic Publishing Tools 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

- Technical Communication
- Structured authoring and information modeling
- Semantic modeling and ontology applications
- Process integration and modeling of products and information
- AI applications in technical communication
Specific concepts of intelligent content
- Dynamic and interactive content delivery
- IoT and Industry 4.0 concepts for technical information
- Content analytics and metrics
- Search and Retrieval scenarios of technical information
- Content generation
- User-generated content
- Elimination of information silos
- Technical videos
- Augmented and virtual reality
- 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

SOCIAL COMMUNICATION RELATED TO ICT, DESIGN, SMART CITY, AND SOCIETY

Technological Applications related to the following fields are welcome (but not limited to):

- 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
- Healthcare Electronics

SMART HEALTHCARE:

Cities are increasingly seen not just as the engines of innovation and economic growth but also the level at which solutions to wicked problems can be produced to comfort the lives of its citizens. City administrations are thus producing adequate and innovative approaches for such diverse issues by striving on technologies. Among all the facilities to citizens in a smart city, smart healthcare counts as foremost important facility as a city, which has healthy citizens, is balanced in every sphere.

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 papers, when submitting the first draft.

Submission Guidelines

(The following guidelines are applicable for all authors whose proposal is accepted for publication)

Papers should be technically no more than **10 pages maximum** (including abstract, references, appendix, etc.) based on the ACM template

Please follow the ACM template for final submission:

<https://www.acm.org/publications/proceedings-template-16dec2016>

Authorship & Publication:

No paper will be published without a formal ACM presentation at the ETLTC Conference, or without a virtual presentation.

Paper Length:

Full Papers: Between 6-10 pages

Short Papers: Between 3-4 pages

Extended Abstract Papers: 1-2 Pages (around 600-800 words including references)

** The submission format for full and short papers and extended abstracts are same*

*** All of the above paper types will have a 15-minutes oral presentation at the ETLTC (unless registered as a virtual participant)*

Paper Content Type:

Full Research Paper

Tutorial

Teaching Experience

Project Experience

Software Review

Teaching or Research Position Paper

Full and short papers will be reviewed based on the following 20 points:

- This paper is based on rigorous academic standards.
- The topic/problem/practice is significant and of potential interest to ETLTC readers
- The topic/problem/practice has been described within a theoretical/conceptual framework
- Adequate use of literature to support the framework/engage with others in the field.
- This paper is presented in a format, which is accessible, by language practitioners. It focuses on justification, results, and implementation; has a readable style.
- The paper has clarity of presentation. It is well organized, clearly written.
- The paper makes a significant contribution to the body of knowledge related to this journal. It is highly significant and provides a foundation for future research.
- The topic of this paper is relevant, timely, and of interest to the audience of this conference.
- The rationale for the paper is well grounded. It is based on a known theory or on an interesting issue.
- The content of this paper is technically accurate and sound.
- The supporting evidence in this paper is strongly reliable.
- The paper has made a logical conclusion
- Appropriateness of research design and method
- The paper presents an accurate and clear description of the research findings
- The paper presents a sound argument and interpretation of findings
- The paper presents a method and approach, which could be used for teaching
- The paper presents a clear description of the innovation and practice itself and any outcomes
- The paper presents a clear and sound statement of the implications of innovation/practice.
- This paper is a good fit for this conference
- This paper is likely to make a good contribution to the future of this area of study.

** Papers rejected on full and short paper category could still be considered for publication in the extended abstracts category based on the merit of the idea, overall potential and editor's decision.*

1st Draft (Paper) Submission Link (Opens on May 10, 2019):

<https://easychair.org/my/conference?conf=etlct2020>

** The above paper submission link and timeline is not applicable for HSKA students & faculty*

Final Paper Submission Link (To be provided after 25th January, 2020):

** Email submissions will not be accepted*

** Please refer to the ACM Conference Proceedings link for other details about the scope of the submission topics*

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 that 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.
 - Extended Abstracts will provide the opportunity for the author to share an initial work-in-progress report or an idea that could be tested through a paper and accompanying talks 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).
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- A Research Paper should be complete with an introduction, data, and analysis of data, discussion and implications.
 - A Tutorial should clearly explain how software or a product (e.g., educational technology) could be used towards certain specific goals.
 - Teaching Experience papers should clearly highlight the course module, how it's designed, the pedagogical strategies, classroom experience (with some data) and implications for teaching.
 - The Project Experience papers should clearly highlight how the project was conceptualized, reasons for using the approach, people and resources involved, what was aimed and achieved, the learning that happened, and it's overall implications.
 - The Software/Hardware Review papers should clearly explain the purpose of the software/hardware, the domain of application, the design of the interface, how users are expected to use it, and how it's actually used, the learning that happens, the user experience and the reliability and trustworthiness of the product in the market, and/or in the specific community of use.
 - The Teaching or Research Position papers should explain the idea behind an approach, whether such use or application is valid and reasonable, what are the theories backing such application, or any contrary theoretical evidence to suggest the failure of such research approach, or pedagogical strategy.