

# Call for Papers

## International Workshop on Technology Enhanced Language Learning (TELL 2016) <http://140.115.126.159>

In conjunction with the [1<sup>st</sup> International Symposium on Emerging Technologies for Education \(SETE 2016\)](#) and the [15<sup>th</sup> International Conference on Web-based Learning \(ICWL 2016\)](#)

October 26-29, 2016

Roma, Italy

The International Workshop on **Technology Enhanced Language Learning (TELL)** invites contributions that concern rationale, theories, pedagogies, and best practices for the use of emerging technologies as vehicles for excellent second/foreign language teaching and learning. The workshop is dedicated to serving as a platform where sharing novel theories and innovative practices for emerging technology-mediated pedagogies in second/foreign language settings will be strongly encouraged and anticipated. The goals are to stimulate discussion among TELL scholars/practitioners about the benefits and drawbacks of current practices in the pedagogical use of emerging technologies in language education, and to provide insights into the feasibility of technology use as a delivery mode for successful language instruction in the modern era. The rapid advancement of technology has transformed our daily lives and has open many new doors for instructional designs and curriculum materials that engage language students and improve learning. The synergy resulting from this workshop will result in new understandings of trends and strategies that provide directions for future research collaborations, and the resulting ongoing improvement of guidance for TELL practitioners.

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The scope of the workshop includes but is not limited to the following topics:

- Theoretical foundations and perspectives of TELL
- Hardware and Software technologies applicable to TELL, such as:
  - Established and emerging TELL tools, applications, and platforms
  - Use of multiple TELL platforms, mobile technology for TELL
  - Language learning in virtual environments
  - Game-based learning in TELL
  - Natural Language Processing in TELL
  - Corpora and language learning
  - Synchronous and/or asynchronous use of TELL
- Educational psychology implications for TELL, such as:
  - Pedagogical innovation
  - Learning strategies and learning styles
  - Self-efficacy, self-regulated learning, and learner autonomy
- Content development and management for TELL, such as:
  - Teacher professional development
  - Blended learning and hybrid courses
  - TELL in open, distance, and flexible learning contexts
  - TELL in informal learning environments (outside the classroom)
  - Use of MOOCs for language learning
  - Use of TELL in international corporations

- Assessment & evaluation of TELL
  - Assessment theories and methodologies for TELL
  - Learning analytics for TELL
- Socio-cultural perspectives related to TELL, such as:
  - Teacher and learner expectations and readiness to use TELL
  - Improving intercultural and interdisciplinary competence through TELL

### **Guidelines for Paper Submission**

- Submissions will be handled through the dedicated EasyChair page  
<https://easychair.org/conferences/?conf=tellsete2016>
- Submitted papers have to be in pdf formatted, and according to the [Springer LNCS Authors Guidelines](#).
- Submissions are subject to double-blind review process; acceptance will be as either Full Paper (maximum of 10 pages) or Short Paper (maximum of 6 pages).
- All accepted papers presented at the workshop will be published in a volume of [Springer Lecture Notes in Computer Science \(LNCS\)](#).

### **Important Dates**

Paper submission deadline: July 1<sup>st</sup>, 2016

Notification of paper acceptance: July 29<sup>th</sup>, 2016

Camera-ready papers and registration: August 20<sup>th</sup>, 2016

Conference dates: October 26<sup>th</sup>-29<sup>th</sup>, 2016

### **Workshop Organizers**

Jie Chi Yang, National Central University, Taiwan

Masanori Yamada, Kyushu University, Japan

### **Program Committee**

Yu-Chuan Chao, Providence University, Taiwan

Shu-Mei Chwo, Hungkuang University, Taiwan

Mark G. Elwell, Hakusan International School, Japan

Yoshiko Goda, Kumamoto University, Japan

Ching-Kun Ting-Chia Hsu, National Taiwan Normal University, Taiwan

Yun-yin Huang, National Central University, Taiwan

Hsiu-Ting Hung, National Kaohsiung First University of Science and Technology, Taiwan

Morris Jong, Chinese University of Hong Kong, Hong Kong

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Hsing-Chin Lee, National Taipei College of Business, Taiwan

Mark J.W. Lee, Charles Sturt University and University of New England, Australia

Aubrey Neil Leveridge, University of British Columbia, Canada

Chih-Cheng Lin, National Taiwan Normal University, Taiwan

Pei-Lin Liu, National Chiayi University, Taiwan

Yi-Chun Liu, Chia Nan University of Pharmacy and Science, Taiwan

Michael Marek, Wayne State College, USA

Yuichi Ono, University of Tsukuba, Japan

Vincent Tam, University of Hong Kong, Hong Kong

Noriko Uosaki, Osaka University, Japan

Wen-Chi Vivian Wu, Providence University, Taiwan

Hui-Chin Yeh, National Yunlin University of Science and Technology, Taiwan

Fu-Yun Yu, National Cheng Kung University, Taiwan