



# 北美華人教育研究及策劃協會

Chinese American Educational Research  
and Development Association

<http://www.caerda.org>

## Call for Proposals

### International Conference on Effective Learning and Development of Diverse English Language Learners



Sponsored by: *School of Foreign Studies, Xi'an Jiaotong University*

*Chinese American Educational Research and Development Association*

Proposal Submission Deadline: **March 28, 2019**

## I. General Information

The *Chinese American Educational Research and Development Association* (CAERDA), which is affiliated with the *American Educational Research Association* (AERA), is an international professional organization of educators and educational researchers. It is committed to excellence in learning and instruction across the educational spectrum. CAERDA holds an annual international conference in the United States. The conference serves as an open forum for interdisciplinary discussion and scholarly exchange of ideas among educational researchers and practitioners, who present their original research and draw implications for the broad educational community. The conference program primarily consists of empirical studies selected through a blind peer-review process. Additionally, there are invited presentations, symposia, and panel discussions that feature the annual conference theme. Selected high quality papers are invited to submit to the *New Waves-Educational Research and Development* (CAERDA's peer-reviewed online journal), or to CAERDA's feature publication in its book series.

This year CAERDA will hold a special international conference during June 7-9, 2019 in Xi'an, China to provide an additional venue for the vast majority of colleagues in China to exchange research ideas and findings besides our annual conference in the United States. Famed as the cradle of Chinese civilization, Xi'an not only served as China's capital for over 1,000 years (including Zhou, Qin, Han, and Tang dynasties), but also was the starting point of the legendary *Silk Road* for trade and cultural exchanges between the East and the West. Xi'an has countless historical and cultural attractions, including the renowned *Terracotta Army* for the First Emperor. It also has numerous K-12 schools, universities, and research institutions. Indeed, Xi'an is an ideal place for CAERDA's 2019 international conference.

Four distinguished experts will deliver keynote speeches at the conference: (a) Dr. Martha Thurlow, Director of the US National Center on Educational Outcomes, University of Minnesota; (b) Dr. Richard Lambert, Director of the Center for Educational Measurement and Evaluation, University of North Carolina at Charlotte; (c) Dr. Icy Lee, Chair at the Department of Curriculum and Instruction of the Faculty of Education, The Chinese University of Hong Kong and Co-Editor of *Journal of Second Language Writing*; and (d) Dr. Chuang Wang, Chair Professor of the School of Foreign Studies at Xi'an Jiaotong University and Professor of Educational Research Measurement and Evaluation at the University of North Carolina at Charlotte.



Martha Thurlow is Director of the National Center on Educational Outcomes and Senior Research Associate at the University of Minnesota. During the past decade, Dr. Thurlow's work has emphasized the need to obtain valid, reliable, and comparable measures of student performance while at the same time ensuring that the assessments are truly measuring the knowledge and skills of students with special needs rather than their disabilities or limited language when these are not the focus of the assessment. Studies have covered a range of topics, including participation decision making, accommodations, universal design, computer-based testing, graduation exams, and alternate assessments. Dr. Thurlow has provided technical assistance to states on topics that promote better assessment of students with disabilities and English language learners with disabilities, including setting policies on accommodations, reporting assessment results, and monitoring the provision of accommodations during assessments and instruction.



**Icy Lee** is Professor and Chair at the Department of Curriculum and Instruction of the Faculty of Education, The Chinese University of Hong Kong. Her research areas include second language writing, specifically error correction, feedback, and classroom assessment, and second language teacher education. She has published extensively on these areas in international journals such as *TESOL Quarterly*, *Journal of Second Language Writing*, *Language Teaching Research*, and *Language Teaching*. Dr. Lee has delivered invited talks at international conferences in different parts of the world including China, Japan, Korea, New Zealand, and the USA. She is currently Co-editor of the *Journal of Second Language Writing* and Senior Associate Editor of *The Asia-Pacific Education Researcher*. She was formerly President of the Hong Kong Association for Applied Linguistics and Chair of the Nonnative English Speakers in TESOL (NNEST) Interest Section of the TESOL International Association.

	<p>Hongwei Ding is a professor in the School of Foreign Languages at Shanghai Jiao Tong University and deputy director of Institute of Cross-Linguistic Processing and Cognition. She has gained extensive practical experiences in interdisciplinary fields, such as speech technology and computer-aided speech learning, and directed many research projects funded by both the government and leading international companies. Currently, she serves as the Principal Investigator for Major Program of National Social Science Foundation of China, working on the construction of linguistic resources for patients of mental disorders and interdisciplinary research in linguistics, cognitive neuroscience and artificial intelligence. She serves as officer of SProSIG (Special Interest Group on Speech Prosody), and works as editor for two Springer book series “Prosody, Phonology and Phonetics” and “Corpora and Intercultural Studies”.</p>
	<p>Richard Lambert is a Professor in the Department of Educational Leadership at the University of North Carolina at Charlotte, Director of the <i>Center for Educational Measurement and Evaluation</i>, and Editor of <i>NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field</i>. Dr. Lambert has received over 20 million dollars in funding for research during his career. He serves as the Principal Investigator for an award from the North Carolina Department of Public Instruction (\$3,360,326) entitled “Evaluating the Implementation of a Formative Assessment System in North Carolina Kindergarten Classrooms” and an award from the North Carolina Department of Health and Human Services (\$1,732,971) entitled “Coaching, Mentoring, Performance Evaluation, and Professional Development for BK Licensed Teachers in Non-public School Classrooms”. His research interests include formative assessment for young children, applied statistics, and teacher stress and coping.</p>
	<p>Chuang Wang is Chair Professor at the School of Foreign Studies at Xi’an Jiaotong University and Professor of Educational Research Measurement and Evaluation at the University of North Carolina at Charlotte. His Questionnaire of English Self-Efficacy has been widely used in American, European and Asian countries. Dr. Wang has received four National Science Foundation (NSF) grants and served as an independent evaluator for eight other federally funded research grants from U.S. Department of Education and NSF. He has published 7 books, 17 book chapters, 88 peer-reviewed journal articles, and 7 conference proceedings. He served as the Editor-in-Chief of the <i>New Waves – Educational Research and Development Journal</i>. He also served as the President of the Chinese American Educational Research and Development Association (2008-2010). Currently, he is the Editor of <i>Journal of Applied Educational and Policy Research</i>.</p>

## II. Conference Theme

The theme of the 2019 international conference is “Best practices for Effective Learning and Development of Diverse English Language Learners.” This timely conference aims to bring educators and researchers from around the world to critically examine the educational policies, practices, and assessments in China and the United States. Each paper will be situated within the current research literature, connect with practices and innovations, as well as flesh out some of the larger theoretical/pedagogical issues across the Pacific shores.

While we are interested in proposals that are directly related to the conference theme, we also welcome proposals in other areas of research that contribute to the broad understanding of curriculum, instruction, policy, assessment, and educational research, or the CAERDA’s overall mission, across the following disciplinary areas:

- Area 1: Educational Research on English Language Learners
- Area 2: Instructional Practices for Teacher Education for English as a Foreign/Second Language
- Area 3: Assessment of Children’s English Language Proficiency
- Area 4: English Language Learners with Language Impairment

### III. Types of Proposals

**Paper Proposal:** An individual proposal involves a single *paper* or *poster* with one or more authors. All accepted papers are categorized by themes into either paper or poster sessions by the conference committee. You may indicate your preference for a paper or poster presentation (and we will carefully consider your request), but there is no guarantee that we will be able to meet your request. Each individual proposal should include the following components: (a) Purpose of the Study; (b) Theoretical Framework; (c) Methods; (d) Data Sources; (e) Results; (f) Discussion/Conclusion; (g) Significance of the Study.

**Session Proposal:** A session proposal is for a *symposium* with multiple presentations to examine a specific topic from various perspectives or to engage in intensive discussions. Sessions are generally scheduled for 1½-hour periods and include four to six presentations or participants. The organizer of the session must identify the session Chair and the Discussant and provide the title, abstract, objectives of the session, a brief summary of the presentations, scholarly significance of the session, and the structure of the session.

### IV. Proposal Submission

**Dates:** Proposals are due on **March 28, 2019**. All proposals must be submitted electronically at

<https://www.viethconsulting.com/members/proposals/propselect.php?orgcode=CAER&prid=712105> through the Online Proposal Submission System. **Proposals submitted by fax, mail, or e-mail will NOT be accepted.**

**Format:** Authors are encouraged to prepare their proposals using Microsoft Word and copy and paste each section in the online proposal submission space provided by the system or enter the relevant information directly in that space. Do not include figures or tables. Proposals prepared in English and Chinese are both acceptable.

**Length:** All proposals should include a title (no more than 15 words) and an abstract (no more than 75 words). The titles for all accepted proposals will be included in the conference program. An individual proposal should be 600-1000 words and a session proposal should be 800-1800 words (excluding references, title, and abstract). The session proposal should describe the session objective (about 200 words) and a brief summary of each individual presentation (about 200 to 300 words for each of the four to six presentations) within the session.

**Eligibility:** Both CAERDA members and non-members with or without an ethnic Chinese background may submit proposals for review. An individual may not appear as first author on more than two proposals. The proposal must present original research that has not been published elsewhere. If the proposal content is adapted from a previously presented or published study, it must include significant new insights to be considered.

**Multiple Submissions:** You may submit a proposal that has been submitted elsewhere but has not been accepted at the time of submission to the CAERDA conference. Once the proposal has been accepted elsewhere, you must notify the Conference Co-Chairs to withdraw your submission immediately. You may not present the paper with the same content at more than one conference.

### V. Procedures and Policies

**Review Process:** Each proposal will be blind-reviewed by at least two reviewers. Evaluation criteria include the following: topic (originality, significance, and relevance to the conference theme), theoretical framework (rationale, literature review, and theoretical grounding), method (design, data collection, analytical procedure, and interpretation), significance (conclusion, implications, and contributions), quality of writing (clarity, organization, and style), and audience appeal (popularity and scholarship).

**Notification:** Proposal submitters will receive notification of decision by **April 15, 2019**. Only the first/correspondence author (for co-authored papers) and the organizer (for symposiums) will be notified of the acceptance (or non-acceptance) of the proposal. The first author/correspondence author or session organizer is responsible for notifying all participants involved. Information regarding travel and accommodations will be available on the website, [www.caerda.org](http://www.caerda.org).

**Withdrawal:** If you are unable to attend the conference, please notify the Conference Co-Chairs by **May 1, 2019** to withdraw your presentation from the conference program. After **May 1, 2019**, no withdrawal will be accepted, and it is the responsibility of the presenter(s) to delegate another person to present.

For questions about this International Conference in Xi'an, please contact  
Fei Wang at (86)133-8925-1645 or [fei@mail.xjtu.edu.cn](mailto:fei@mail.xjtu.edu.cn)