

檔 號：RND00215
保存年限：

龍華科技大學 函

地址：33306桃園市龜山區萬壽路一段300號
聯絡人：周翊庭
電子信箱：fl@mail.lhu.edu.tw
聯絡電話：82093211
傳真電話：(02)82094650

電子公文

研究發展處

受文者：國立暨南國際大學

發文日期：中華民國104年7月9日

發文字號：龍華文字第1040006951號

速別：最速件

密等及解密條件或保密期限：

附件：徵稿資訊及論文格式（徵稿資訊.DOC、論文格式.DOCX，共2個電子檔案）

主旨：本校2015「ESP versus EGP: Learning, Teaching and Researching」英語教學研討會徵稿，敬請轉知 貴屬教師及學生踴躍投稿與會。

說明：謹訂於104年11月12日(星期四)於本校舉辦2015「ESP versus EGP: Learning, Teaching and Researching」英語教學研討會，相關徵稿資訊如附件一、論文格式如附件二。

正本：公私立大專校院

副本：本校應用外語系

104/07/09
14:19:35

校長葛自祥

第二層決行

擬辦：

- 一、將來文上傳本校公文系統，公告週知。
- 二、文陳閱後存。

代決行爲

教授兼研發長楊德芳

104-07-10

約用助理員許孟瑜

教授兼研發處學術及推廣服務組組長施君興

教授兼研發長楊德芳



Announcement

2015 LHU DAFL Conference

“ESP versus EGP: Learning, Teaching and Researching”

November 12, 2015

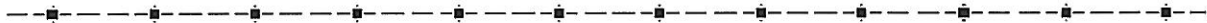
Taoyuan, New Taipei City, Taiwan

This conference will be held on the 12th of November, 2015 at Lunghwa University of Science and Technology, Taoyuan, Taiwan. The conference is organized with the purpose of bringing together researchers, teachers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of language teaching and learning, curriculum design, information and education technology. The conference is intended to be a forum to expose and share current and future research work in the above areas, as well as the relationships among them.

We are now accepting abstract submissions and all submissions will be refereed. All the accepted abstracts and the associated papers will be included in the official conference proceedings.

We look forward to seeing you in Taoyuan!

The Organising Committee



Venue

Conference room T520

Lunghwa University of Science and Technology

No.300, Sec.1, Wanshou Rd., Guishan District, Taoyuan City, 33306, Taiwan (R.O.C.)

桃園市龜山區萬壽路一段 300 號

Telephone: (02) 8209-3211#6821

Fax: (02) 8209-6862

Transportation: <http://www.lhu.edu.tw/map.htm>

Important Date

Last date of abstract submission:

August 10, 2015

Notification of Acceptance/Rejection

September 1, 2015

Full-Paper Submission

September 30, 2015

Conference

November 12, 2015

Submission guidelines



Abstract Submission

1. Abstracts may not be longer than **450 words**, and include title, author(s), author(s) department, author(s) affiliation, author(s) email, and abstract text.
2. All abstracts must be submitted **both in English and Chinese**.
3. Submit your **abstract** via email to *Professor Stella Hsu* at hhhsu6637@mail.lhu.edu.tw on or before August 10, 2015.

Final Paper Submission

1. Include a brief biodata of your research interest following the section of conclusions.
2. There is a limitation of 15 pages. Please refer to the attached file for *The Template*.
3. Submit your **full paper** to *Professor Sue Hwang* at syhwang@mail.lhu.edu.tw on or before September 30, 2015.

Topics

Approaches and topics for papers include but are not limited to the suggestions below. Note that contributions that explore interfaces between these disciplines are particularly encouraged. Topics include:

- Academic Research Project
- Access to Internet: Advances and Problems
- Barriers to Learning (age, psychosocial factors, ethnicity...)
- Blended Learning
- Collaborative and Problem-based Learning
- Collaborative Virtual Environments (CVEs)
- Community Building
- Computer-Mediated Communication (CMC) Tools
- Curriculum Design and Development
- Educating the Educators
- Education and Globalization
- Educational Management
- Educational Trends and Best Practice Contributions
- e-learning Projects and Experiences
- eLearning Standards (SCORM)
- Emerging Technologies in Education
- e-Moderating
- English for General Purposes in a global world
- English for Specific Purposes Engineering
- English for Specific Purposes for the needs of the Learners
- English for Specific Purposes Medicine
- English for Specific Purposes Technology
- English for the Tourism Industry
- Ethical Issues in e-Learning
- e-Tutoring
- Evaluation and Assessment of Student Learning
- Human-Computer Interaction
- ICT Skills Education
- Impact of Education and Development
- Infrastructure of e-learning Environments
- Innovative Curriculum in e-learning
- Instructional Design for e-learning
- Knowledge Management in e-learning
- Language Learning Innovations
- Learning and Teaching Methodologies
- Learning Experiences in Higher and Further Education
- Links between Education and Research
- Mobile Learning

- 
- Mobile/Wireless Technologies (PDA, SmartPhones, etc)

- New Learning/Teaching Models
- New projects and Innovations
- Online Assessment
- Pre-service Teacher Experiences
- Quality Assurance/Standards and Accreditation
- Research Methodologies
- Technology-Enhanced Learning
- The impact of Web Technologies in Education
- Training, Evaluation/Performance Measurement and Assessment
- Transferring Skills and Disciplines
- University-Industry Cooperation
- User-Generated Content
- Web 2.0 and Social Networking: Blogs, Wikis, ...



Rebecca Chen (12pt)

Lunghwa University of Science and Technology

rebeccachen@mail.lhu.edu.tw (12pt)

Default to 3-spaces indentation
Without paragraph indentation
Font: Times New Roman
Size: 10pt

3 line spaces (12pt)

Abstract (12pt)

This article illustrates preparation of your paper using MS-WORD. All papers should be submitted as MS-WORD documents and the document size should not exceed 3 MB. Pages should not be numbered and the abstract should not exceed 120 words. To be properly reproduced in the department journal – Explorations, the margins of this template should be set for B5 (JIS) size paper to 2.5cm on the sides, 2.75 cm on top, and 3 cm on bottom. The paper begins with a title in bold, which uses 14pt Times New Roman. This is followed by the details for each author in 12pt Times New Roman. Section titles are bolded in 12pt Times New Roman and the body of the paper should be typed in 12pt Times New Roman.

Keywords(3-5): Language instruction; Linguistic competence; ;

Teacher training;..... ;

1 line space (12pt)

Bold, Italics

4 line spaces (12pt)

1. Introduction

The first paragraph after any section title is indented 3 spaces as here with one line space before the paragraph.

The second and all subsequent paragraphs should be indented 3spaces as



2. Literature review

2.1 Second-level heading

The first paragraph after any section title is indented 3 spaces as here with no line space before the paragraph.

The second and all subsequent paragraph should be indented 3spaces as here with no line spacing before the line.

2.1.1 The.....



Two- line spacing
should follow each
section

3. For in-text citation

Within the text, references should be cited giving the last name of the author(s) and the year of publication of the reference. The year should always be enclosed in parentheses; whether or not the name of the authors(s) should be enclosed within the parentheses depends on the context. For example, Mital (1993) or (Mital, 1993).

- a. The use of modern technology in teaching languages has been dramatically increasing worldwide over the past decade (e.g., Chen, Belkada, & Okamoto, 2004; Toyoda & Harrison, 2002; Warner, 2004).
- b. One benefit of using Internet resources is that teachers can easily retrieve the most recent and pertinent information for their students (Mooreet al., 1998).

figures should be numbered consecutively and captioned; the caption should be left justified under the figure as shown in Figure 1. All text within the figure should be no smaller than 9pt. There should be a minimum of two line spaces between figures and text.

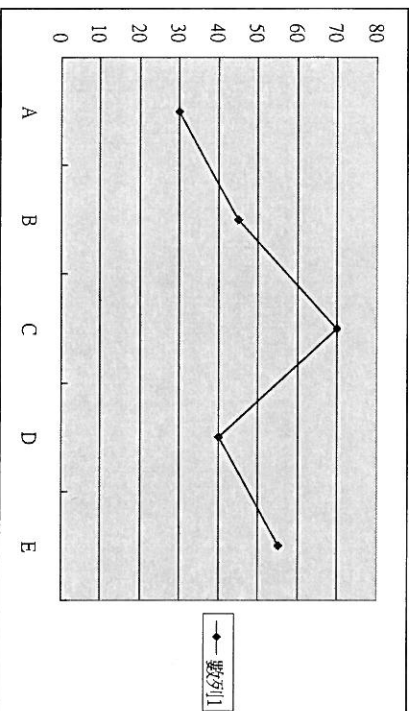


Fig. 1. Students' perception of language learning.

Capitalize the initial letter of the first word.

Type: *Italics*

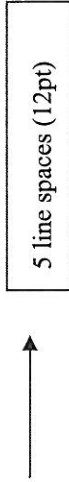
All tables should be numbered consecutively and captioned; the caption should be centered above the table as shown in Table 1. The body of the table should be no smaller than 9 pt. There should be a minimum two line spaces between tables and text.



8/11

Valid	Yes	249	80.1	80.1
	No	62	19.9	19.9
	Total	311	100.0	100.0

References should be listed together at the end of the paper. References should be arranged in alphabetical order according to the last name of the author, or the last name of the first-named author for papers with more than one author. Please refer to the examples shown below. The first line of each reference is set flush left and subsequent lines are indented. Five line spacing should follow this section. However, when References section comes to the end of the page, start it in a new page.



References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Barnett, H. (2000). Assessing the effects of technology in standards-drive word. *Learning and Leading with Technology*, 27(7), 28-31 → Article in a journal
- Blake, R. (2000). Computer mediated communication: A window on L2 Spanish interlanguage. *Language Learning & Technology*, 4(1), 120-136.
- Retrieved October 22, 2005, from <http://llt.msu.edu/vol14num1/blake/default.html>



Chall, J. S. (1990). *Stages of reading development* (2nd ed.). Fort Worth, TX: Harcourt Brace.

Lerner, J., & Kline, F. (2006). *Learning disabilities and related disorders: Characteristics and teaching strategies* (10th ed.). Boston: Houghton Mifflin.

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

Nagy, W. E., & Herman, P. A. (1987). Depth and breadth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 19-35). Hillsdale, NJ: Erlbaum.

Robinson, D. N. (Ed.). (1992). *Social discourse and moral judgment*. San Diego, CA: Academic Press.

Ross, D. F. (1990). Unconscious transference and mistaken identity: When a witness misidentifies a familiar but innocent person from a lineup (Doctoral dissertation, Cornell University, 1990). *Dissertation Abstract International*, 51, 417.

United State Sentencing Commission. (n.d.). 1997 source book of federal sentencing statistics. Retrieved December 8, 1999, from <http://www.ussc.gov/annrpt/1997/sbtoc97.htm>

王梅軒(2003)。國小課程本位閱讀測量之信度與效度研究。台北市立師範學院身心障礙研究所碩士論文，未出版，台北。

王寧、鄒曉麗（主編）（1999）。漢字。中環，香港：海峰。

王瓊珠（2005）。讀寫能力合一補救教學系列研究（III）。行政院國家科學委員會專題研究計畫成果報告（計畫編號 NSC93-

Essay in edited book

No date available

教育部 (1991)。特殊教育法。台北：作者。

曾志朗 (1991)。華語文的心理學研究--本土化的沈思。載於楊中芳 (主編)，中國人、中國心—發展與教學篇 (539-582 頁)。台北：遠流。

齊若蘭 (2002 年 11 月)。海闊天空 VI：閱讀新一代知識革命。天下雜誌，263, 40-60。



應外系研討會中文摘要編輯指南

→ 2 line spaces (12pt)

姓名

龍華科技大學

電子郵件@mail.lhu.edu.tw

→ 3 line spaces (12pt)

段落文字空二

摘要

→ 字型大小:12pt,粗體

請附加中文摘要於最後一頁,字型為標楷體,標題字型大小為14pt,
中文摘要四個字為粗體12pt,摘要內容為12pt,請勿超過120字,段
落文字空二格。

關鍵詞: 摘要、標楷體

→ 字型大小:12pt,粗體

