

CALL FOR PAPERS

The co-existence of terms including ESP (English for Specific Purposes), EOP (English for Occupational Purposes), EAP (English for Academic Purposes), ESAP (English for Specific Academic Purposes), EGAP (English for General Academic Purposes) and EMI (English as a Medium of Instruction) in documented literature has led to the state of flux and confusion and has brought about myths and misconceptions to various stakeholders.

As a matter of fact, English for Specific Purposes (ESP) has become increasingly significant and diverse to meet various specific language needs in professional and academic settings across the fluid, connected and swiftly-changing globe. In Vietnamese higher education, ESP has been taught to both English majors and non-majors in all institutions for their different professional and academic purposes over decades. The realities such as the dominance of English Studies (Ngôn Ngữ Anh) as a key training major, the rise of EMI (English as a Medium of Instruction) Programmes as well as the enforcement of the standardised English language proficiency tests/ levels as the graduation benchmark in Vietnamese universities have urged educators, teachers and learners to ponder about and question the role of ESP in higher education curricula for both English majors and non- majors.

“How have ESP teaching and learning evolved and differed across contexts and over periods?”, “What are the current policies and practices of ESP education?”, “What are the key challenges facing the stakeholders of ESP and the potentials offered to them?”, “What are the visions and the expected outcomes for ESP education in general and across different contexts”? “What directions will take the stakeholders from here to there?” This set of questions are expected to be not only prompt questions to portray the current landscape of ESP teaching and learning in Vietnamese higher education but also trigger questions to facilitate the stakeholders to generate innovative answers.

All of the above set the background to the conference on ESP to be held on 20th January, 2018 at Banking Academy of Vietnam, 12 Chua Boc Street, Dong Da District, Hanoi with its theme: ***“ESP teaching and learning in Vietnamese Higher Education: The Status Quo and The Directions”***. The conference, which is aimed at ESP professionals across Vietnamese higher education institutions and affiliations, is intended to provide a dynamic academic platform for practitioners, researchers, students and other professionals in the field of English language education to network, share and discuss latest trends, updated knowledge, practical experiences and research findings with a particular respect to English teaching and learning for specific purposes in higher education sector. Notably, the conference seeks to identify the achievements, the potentials, the challenges and the proposed directions of ESP teaching and learning in Vietnamese higher education settings. We would like to invite educators, practitioners, and researchers of English language education to submit a proposal featuring one of the following thematic areas within such two key streams as ESP for English – major education and non-English major education.

SPEAKERS' GUIDELINES

1. Details of presenters

Please type your name and work affiliation carefully. If the named person is unable to attend the conference, the conference will not allow another person to present your session in your place. Please type your email address carefully as we send all communication regarding your proposal and conference registration to this email address only.

2. Number of presentations

Each individual speaker as the main contact and the key author is allowed to submit only ONE proposal for any type of session. Apart from this, they can be part of other sessions in case of co-authorship.

3. Title of presentation

The title must

- not exceed 15 words (each part of a slashed or hyphenated word counts as one word)
- not include presenters' names, institutions, or titles of their published works
- capitalise all verbs, nouns, adjectives, adverbs, and pronouns; do not capitalize conjunctions, articles, or prepositions of fewer than four letters
- capitalise both terms of hyphenated compounds and the first word after a colon

4. Type and session length

All presenters must stick strictly to the time they are allocated. The conference will end any sessions that continue over the allowed time.

- *Presentations (30 minutes):* An oral presentation can be *either research-oriented*, discussing the theoretical perspectives, methodological paradigms and findings of a study *or practice-oriented*, discussing a pedagogical technique. The presenter would spend about 20 minutes for the main content of the presentation and 10 minutes for Question and Answer (Q&A) section.
- *Workshops (30 minutes):* The presenter demonstrates a teaching initiative or innovation for about 15 minutes before delivering a hands-on activity (activities) that engage all participants to join, share, discuss and produce specific outputs. The activities might be a discussion about heated topics, a simulation, designing a lesson plan, designing materials and tasks, drafting an action plan and so on.

5. The abstract

Your abstract will appear in the Conference Programme. It is on the basis of this abstract that delegates will choose whether they wish to attend your session, or come to view your poster. Your abstract must therefore accurately reflect the content of your presentation. Your abstract length should be between 200-250 words.

The abstract will appear in the Convention Program Book. The abstract must

- not exceed 250 words
- not include presenters' names, institutions, or published works
- not include acronym(s) or abbreviation(s) except the following: L1, L2, CALL, CBI, EAP, EFL, EL, ELL, ELT, ESL, ESP, IEP, NNEST, SLA, TESOL, TESL, and TEFL