

Special Issue for *Foreign Language Studies*

CALL FOR PAPERS

Professional Development in Language Education

Guest Editors:

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Extended Abstract Submission Deadline: 31 January 2024

In the era of globalization, technology, and artificial intelligence (AI), the entire world is witnessing rapid and unprecedented changes. In light of these transformations driven by technological advancements, automation, and the interconnectedness of the global economy, there is a pressing need for professional development in diverse fields. Professional development is a dynamic and continuous process that individuals engage in to enhance their skills, knowledge, and effectiveness within their chosen profession. The goal of professional development is to foster ongoing learning and growth. This intentional effort goes beyond initial training, recognizing that the evolving nature of professions requires individuals to stay current, adapt to change, and continually refine their expertise.

In language education, similarly, the dynamic educational landscape shaped by globalization and the emergence of technological and AI tools underscores the vital necessity for educators to engage in a continuous process of learning, growth, and refinement of teaching practices to meet the evolving needs of students and the changing terrain of language education. Through continuing professional development, educators enhance their pedagogical skills, stay updated on the latest linguistic theories and teaching methodologies, and incorporate technological advancements into their practices. This ongoing learning process helps educators create a more engaging and effective learning environment for their students.

This special issue of *Foreign Language Studies*, slated for release in **December 2024**, will be dedicated to exploring issues, challenges, and practices associated with professional development in language education. Submissions addressing the following topics, with specific reference to professional development in language education, are invited:

- Effective strategies for language educator professional development
- Integration of technology and AI in language education professional development
- Cultural competency training for language educators
- Professional development in bilingual education
- Impact of reflective practice on language educator development
- Professional learning communities in language education
- Mentorship and coaching in language educator professional development
- Assessment and evaluation in language educator development

- Innovations in language education pedagogy
- Language educator well-being and work-life balance
- Interdisciplinary collaboration in language educator training
- Continuous learning and adaptability in language education
- Teacher identity and language educator professional development

Contributors are welcome to address issues or topics not listed above. We also encourage contributions related to professional development in languages other than English. We seek full-length articles that offer a fresh perspective, grounded in theory, and potentially controversial, on a major issue or issues related to language education with relevance to professional development. Full-length articles, written in English, should range from 6,000 to 10,000 words. If manuscripts are to be written in Chinese or other languages, authors have to provide an English abstract for initial review. Full-length Chinese articles should span 12,000 to 20,000 words, adhering to the same academic rigor, and delving into theoretical frameworks while presenting thought-provoking viewpoints and/or novel findings on issues relating to professional development in language education. The special issue also accepts book reviews and research notes of around 2,000 to 3,000 words on a related topic.

Timeline

Abstracts due	31 January 2024
Notification of full submission invitation	15 February 2024
Papers due for peer review	31 April 2024
Review decision	30 July 2024
Final papers due	15 October 2024
Publication date	15 December 2024

Foreign Language Studies, founded in 2004, is an open-access peer-reviewed journal of foreign literature, language, teaching, and cultural studies, and one of the most well-established academic journals in Taiwan. As a multi-lingual journal, it is dedicated to the interdisciplinary exploration of literature, language, teaching, and culture. It focuses on the emergence of global vision and dialogue by addressing theoretical and practical issues arising from the encounter of various literatures, languages, teachings, and cultures around the world. It is currently indexed in Taiwan Citation Index - Humanities and Social Sciences, NCL Taiwan Periodical Literature, Airiti Library, HyRead Journal, Taiwan Academic Citation Index, Taiwan Journals Search, and LawData.

We welcome inquiries and proposals for co-authored contributions. Please contact the co-editors: Icy Lee (icy.lee@nie.edu.sg) and Chih-Hao Chang (chang.chih.hao@outlook.com).

Icy Lee (PhD) is Professor of Education (TESOL and Language Education) at the National Institute of Education of Nanyang Technological University, Singapore. She has published extensively in international journals such as *TESOL Quarterly*, *Applied Linguistics*, *System*, *Language Teaching*, and the *Journal of Second language Writing*. She is former Co-editor of the

Journal of Second Language and currently Principal Associate Editor of *The Asia-Pacific Education Researcher* and Co-editor of the *International Journal of Christianity and English Language Teaching*.

Chih-Hao Chang (PhD) is an assistant professor in the Faculty of International Studies at Nagoya University of Commerce & Business in Japan. He has published research articles in esteemed international journals, including the *International Journal of Educational Development*, *International Journal of Bilingual Education and Bilingualism*, *Journal of Multilingual and Multicultural Development*, *Language Awareness*, and *Porta Linguarum*. His research interests encompass Shadow Education, Bilingual Education, Sociology of Education, and TESOL.

《外國語文研究》專刊徵稿啟事

主題：語言教育專業發展

客座編輯：

李潔冰（新加坡南洋理工大學）& 張志豪（日本名古屋商科大學）

摘要截稿日期延長：2024 年 1 月 31 日

在全球化、科技和人工智慧（AI）的時代，整個世界正經歷著迅速而前所未有的改變。由於科技進步、自動化和全球經濟互相聯繫的推動下，各個領域都迫切需要專業發展。專業發展是一個動態並且持續改變的過程。個人必須參與其中，進而提升在其職業中的技能、知識和效益。專業發展的目標是促進個人持續學習和成長，這種有計畫的目標超越了最初的培訓、可以瞭解到職業的變化、並且需要個人保持最新資訊、適應不同變化以及不斷地完善自己的專業知識。

同樣地，在語言教育領域中，由於全球化、科技以及 AI 工具的出現，充滿活力的教育環境中，教育工作者必須持續參與學習、成長和不斷改進教學方法，進而滿足學生不同的需求。透過持續性的專業發展，教育工作者可以提升他們的教學技能，瞭解最新的語言理論和教學方法，並將科技融入到他們的教學之中。這種持續性的學習過程有助於教育工作者幫助學生創造一個更具吸引力且有效的學習環境。

本專刊預定於 2024 年 12 月 發行。本刊致力於探討語言教育專業發展相關的議題、困境和實踐方法。歡迎投稿以下主題，或者與語言教育專業發展相關的主題：

- 語言教育專業發展的有效策略
- 在語言教育專業發展中融入科技和 AI
- 語言教育者的跨文化能力培訓
- 雙語教育中的專業發展
- 反思實踐對語言教育者發展的影響
- 語言教育中的專業學習社群

- 語言教育者專業發展中的指導和教練
- 語言教育者發展中的評估和評價
- 語言教育教學法的創新
- 語言教育者的福祉和職業平衡
- 語言教育者培訓中的跨領域合作
- 語言教育中的持續學習和適應性
- 教師身份和語言教育者的專業發展

歡迎投稿以上未列出的主題。我們也鼓勵英語以外的語言的投稿。我們徵求提供語言教育專業發展新觀點、具原創性、以理論為基礎或者專注在某些有挑戰性議題的全文稿。英文稿件字數限定為 6,000 至 10,000 字。如果使用中文或其他語言撰寫稿件，作者必須提供英文摘要供初步審查，中文稿件字數限定為 12,000 至 20,000 字。本專刊也接受相關主題的書評和研究紀要，英文字數約為 2,000 至 3,000 字。

投稿日期須知：

摘要截止日期：2024 年 1 月 31 日
全文邀稿通知：2024 年 2 月 15 日
審稿截稿：2024 年 4 月 31 日
審稿決定：2024 年 7 月 30 日
最終截稿：2024 年 10 月 15 日
出版日期：2024 年 12 月 15 日

《外國語文研究》成立於 2004 年，是一個經過嚴謹同儕審查，提供全文開放取用的專業學術期刊。本期刊立足外國語文本位，以文學、語言、教學與文化為中心，著眼於全球視野及對話的學術期刊。本期刊期望融會文學、語言、教學、文化，進而探討各該文學、語言、教學、文化的變遷、轉型及碰撞與交融中所產生的重大理論與實踐問題。《外國語文研究》目前收錄於臺灣人文及社會科學引文索引資料庫、國家圖書館臺灣期刊論文索引系統、華藝線上圖書館、凌網科技臺灣全文資料庫、碩亞臺灣引文資料庫、聯合百科臺灣人社百刊、元照月旦知識庫。

如有任何與專刊相關問題，歡迎聯繫客座編輯：李潔冰 (icy.lee@nie.edu.sg) 與張志豪 (chang.chih.hao@outlook.com)。

李潔冰（博士）是新加坡南洋理工大學國家教育學院的教授（TESOL 和 Language and Education）。她在眾多國際期刊上出版各類文章，如 TESOL Quarterly、Applied Linguistics、System、Language Teaching 和 Journal of Second Language Writing。她曾擔任《Journal of Second Language》的聯合編輯，目前是《The Asia-Pacific Education Researcher》的副主編和《International Journal of Christianity 與 English Language Teaching》的聯合編輯。

張志豪（博士）是日本名古屋商科大學國際研究學院的助理教授。他曾在國際知名期刊出版過研究論文，包括《International Journal of Educational Development》、《International Journal of Bilingual Education and Bilingualism》、《Journal of

Multilingual and Multicultural Development》、《Language Awareness》和《Porta Linguarum》。他的研究興趣包括 Shadow Education、Bilingual Education、Sociology of Education 和 TESOL。