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**From Multilingualism to Bilingualism – Language Planning and Language Shifts in Singapore since its Independence**

Dr. Wai Meng CHAN

National University of Singapore

Singapore’s society has always been characterised by the multi-ethnic and multilingual mix of its population. In the 1950s and 1960s, a typical Singapore resident would be able to speak several languages, although English, the language of the British colonial government, was spoken only by a small proportion of the population. When Singapore became independent in 1965, it recognised and harnessed the power of language planning to shape the island state’s socio-economic development. In particular, its bilingual language-in-education policy has led to the creation of a younger generation of Singaporeans who are bilingual with English as first language and second language proficiency in their respective mother tongue languages. This presentation will chart the socio-historical development of Singapore’s linguistic situation, focusing mainly on the government’s major language policies from the 1960s to the present, the people’s reactions to these policies, and the resultant language shifts. It will also discuss emerging trends in the learning of foreign languages that may restore multilingualism at the individual level, albeit a form of ‘prestigious’ multilingualism that is unlike that of pre-independence Singapore.

**Investigating EFL English Major Student-Teachers’ Perceptions of Task-Based Language Teaching deployed in their Teaching Practice**

Hoffman Chun-fu, Chen

Dayeh University

The aim of this study was to investigate and consider the perceptions of English as a Foreign Language (EFL) student-teachers’ concerning task-based language teaching (TBLT) as deployed by them in the practical aspects of an English Teaching Approach course. In particular, the study sought to explore and assess the impact of TBLT on their teaching practices and on the young learners’ engagement and development, identifying any challenges and any positive outcomes in TBLT implementation on the young learners from a local elementary school. A sample of 25 EFL English major student-teachers participated in the study. A task-based questionnaire was designed and developed to record and examine the perceptions of the participants. The findings from the collected data evidentially supported the views that the majority of the EFL student-teachers had positive views and attitudes towards TBLT deployment given the higher levels of recognition observed from the young learners combined with the young learners’ improved motivation and self-confidence all of which served to increase and improve their overall academic achievement. Some of the constraints experienced and noted during the study were the large-sized class which militated against proper TBLT efforts and the materials in the textbooks which were not properly geared for use in TBLT. There was also difficulty noted in evaluating the young learners’ task-based performance. As the result of this study and the overall positive and constructive aspects of TBLT which were noted, consideration should be given to designing a more focused, class specific, set of teaching materials in order to help and enhance TBLT methods for future use by EFL teachers.

**Keywords:** Perceptions, Task-based Language Teaching, Student-Teacher, EFL, Teaching Practice

**Grand Narrative and Petit Narrative: Mo Yan‘s *Frog***

Kuan-Jung, Cheng

Dayeh University

*Frog* (2009) by Mo Yan, the 2012 Chinese Nobel Literature winner, is composed of hybridity of genres-- novel, epistolary, and drama, all of which are about the birth control decreed by Mao in 60s and 70s, and the effects of it in the large amount of farmers. The novel is therefore an entwine of grand narrative and *petit* narratives, trying to shed light on the chaotic days of birth control.

Frog is a homonym of and also a metaphor for baby in this novel. Besides, the author has employed a first-narrator who would be a dramatist yet becomes otherwise, and whose narrative is charged with laying-bare technique to either tease the norms of grand narrative or to obscure the distinction between the real and the fictional world. That is, the *petit* narratives along with the hybridity of genres downplay the serious impact of one-child policy to myriad families. Though one-child policy as stated in the latter part of the novel is an inevitability at that time because of the over-population, which would further squander the limited sources of the world, yet it is for the welfare of all human beings. Thus, it is understandable that though uncountable babies were deliberately aborted, the sacrifices were worthwhile. Interestingly, Gu Gu had to take all the blame as the surrogate prosecutor of abortionist, and the blame is the love-hate relationship between her and those families she rushed in where typical fights, wailings, pleading, cursing were staged against Gu Gu’s atrocity. Mo Yan has made it clear that this is a novel written with conscience, and by virtue of courage and adroit feat, the novel provides readers with an optional perspective. Petit narratives here tease and upset the grand narrative-- Chinese nation narration. But, whose conscience is written in these petit narrativeswhen they seem to smooth over a chronicle unsolved grief?

***Keywords***: Mo Yan, grand narrative, petit narrative, hybridity, laying-bare

**EFL Learners’ Perceptions toward Online Discussions in Enhancing Learning Motivation and Effectiveness**

Syou-Rung Tsau

Dayeh University

The study aims at investigate whether online discussions enhance EFL learners’ learning motivation and effectiveness in a writing class. Participants are 30 freshmen in a university of central Taiwan. They are divided into 6 groups, with 5 students in each group. An online discussion website is used to allow students to post their writing. Every group is assigned to read all classmates’ writing and give feedbacks, followed by class discussions facilitated by the teacher. After 4 times of online discussions, a questionnaire about learners’ perceptions toward online discussions in enhancing learning motivation and effectiveness is given to students. Pedagogical implications and suggestions are proposed according to the results of the questionnaire.

**Keywords:** Online Discussion, Learning Motivation, Learning Effectiveness, English Writing

**Foreign Language Learning Strategy Use: A Case Study on Pensioners**

Shu Chun Ku

Dayeh University

&

Chih-Hui Chang

Dayeh University

The purpose of this study is to identify the preference of language learning strategy use (LLSU) among the pensioners in Taiwan. The research methods are both quantitative and qualitative. The research instruments are of questionnaire and semi-structured interviews. The questionnaire includes background questions and 30 Likert-scale items adapted from Oxford’s (1990) Strategy Inventory for Language Learning (SILL).

Participants in this study were 95 pensioners from studying English and Japanese at one university in Changhua, central Taiwan. The questionnaire was utilized to find the pensioners’ language learning strategy use preferences and learning strategy use profile of the participants in terms of gender, fondness of target language (TL) and learning motivation. The 10 participants voluntarily took part in the individual interviews with the researcher. Both qualitative and quantitative results showed that memory strategies were the most frequent used items and cognitive strategies, the least. The qualitative results also further indicated the reason to learn the TL was simply personal interest.

**Keywords**: Language Learning Strategy Use, LLSU, pensioners, gender, learning Motivation

**Language Comprehension and Language Production: a Perspective of Cognitive Psychology**

Christopher C. C. Chen

Dayeh University

This article emphasizes on a qualitative research on comprehension and production of English language used by EFL students. When considering these two language performances, it seems that people frequently emphasize the proficiency perspectives, i.e. the ‘syntactic processing’ of language comprehension and productions. However, this article is drawing a strong consideration of ‘semantic processing’ and cognitive psychology. Consequently, to comprehend and produce words and sentences, people generally use their knowledge of language structure,their knowledge of the situation they are in, and their cognitive abilities. The article focuses on three areas, (1) core linguistic processes, such as **word recognition**, **the nature of the mental lexicon**, **the comprehension of sentences and discourse** in language comprehension; (2) the **generation of words and sentences** in language production; and (3) the cognitive psychological perspectives of language comprehension and production, such as comprehension of **explicit and implicit** information in language comprehension as well as **organization and creativity** in language production. In each area, we review research on both spoken and written language processing; and we will attempt to point out the similarities and differences between the two modalities. The role of language processing in cognitive psychology is also addressed. The article concludes by discussing the strong need to integrate studies of language comprehension and language production.

**Keywords**: language comprehension, language production, language ability, Cognitive psychology

**Intercultural citizenship education (ICE) in foreign language classrooms: Developing a cultural syllabus**

Irene Wen-ling Chen

Dayeh University

When meeting the challenge of the world and modernization becomes the central claim and focus of education in Taiwan, foreign language (English) education in particular advocates the policy of educating the future citizens to cope with the demand of the global competition. However, a foreign language classroom should also be taken as a locus in which two cultures confront, engage, and mediate, and the foreign language learners thus become active participants in this dialogue. While there is a great deal of discussion on the methodological aspects for the development of intercultural competence in language learning classrooms, little attention is given to the exploration of the changes through intercultural experiences from the perspectives of the participating individuals. What, then, would be the opportunity to improve intercultural competence, which emphasizes “the need to pay attention to the Self in a dialectic moment of self-and-other discovery?” (Kramsch,1999, p.43).how would the learners develop what Kramsch (1999) defines as *symbolic communicative competence*, which is developed with “the recognition and understanding of social differences in the use of language, an understanding of a social group’s history, its form of symbolic capital, its social structure, and of the distribution of power as reflected in its use of language” (Kramsch, 1999, p.42)?

In line with the view that sees foreign language classroom as a crucial site for intercultural communication, this paper thus sets forth to include the development of a cultural syllabusin the teaching and learning of foreign language. Through readings in the fundamental components of cultures and explorations of the interconnectedness between people from different cultures, students develop an understanding and respect of all cultures with a deep awareness of their own culture. Workshops and video discussion, interviews, and field studies are used as approaches for teaching and learning in this regard. This paper will first identify the challenges and problems the foreign language learners encounter in the classroom, describe how these learners address these challenges, and how they develop a critical awareness of their identity through intercultural dialogues with themselves and people from other cultures. A discussion of the new, critical cultural identity for EFL students and its implications will be presented in this paper.

**Keywords**: Intercultural citizenship education (ICE); EFL; cultural syllabus; critical intercultural awareness; intercultural communication competence.

**The Effects of Cooperative Learning on College Students’ English Grammar Acquisition**

Tsung-jen Hung

Providence University

&

Chun-lin Luo

Providence University

Cooperative learning has been applied in different fields and language learning as well. In English teaching and learning in particular, the concept of cooperative learning has been used in different English classes and improves students’ English four skills. Since most researches focus on English four skills (listening, speaking, reading and writing), research exploring the learning performance on grammar through cooperative learning is scarce. Hence, the aim of this experimental research is to explore the effect of cooperative learning on students’ target grammar use by writing. Thirty-four freshmen who majored in hospitality attended this study, and they were divided into two groups (control group and experimental group). Both groups of students participated in two phases of writing activities. One phase is to write a paragraph with ten sentences of target grammar patterns that was taught. The other one is to do error-correction on the assignment written in pre-writing phase after the teacher marked errors without answers. Scores for two phases depend on the accuracy of the target grammar use for each sentence. The experimental groups did writing activities through the cooperative way; by contrast, the control group went through the writing activities individually. The outcomes indicated significant differences in favor of the experimental group. While cooperative learning created positive effects on students’ grammar pattern use on writing, pedagogical and further suggestions are provided in the conclusion.

***Keywords****:* cooperative learning, English writing, grammar acquisition

**Apocalyptic Fantasy in Hollywood Films: *Planet of the Apes* Series as Examples**

Chin Ching Lee

Dayeh University

Specifically speaking, apocalyptic fantasy features the end of the world, a prelude to the end, or a post-apocalyptic wasteland setting. The term, apocalyptic, derives from *Apocalypse*, a Christian writing that reveals the ultimate divine purposes and teachings. T. S. Eliot’s *The Waste Land* and W. B. Yeats’ “The Second Coming” offer apocalyptic scenes that function as a warning to human’s moral decay and an anticipation to an unknown potential toward better. In *The Waste Land*, human thirst for spiritual rejuvenation is delineated; in “The Second Coming”, the Savior refers to that of “A shape with lion body and the head of a man,/A gaze blank and pitiless as the sun”. Eliot’s and Yeats’ apocalyptic scenes have been spanning more than a century, whose prophetic revelation can be found in current Hollywood fantasy works that involve a cataclysm and a wish of goodness triumphing over evils. Thus, apocalyptic fantasy incorporates conflicts, disasters and temporary resolution which may lead to either a new beginning or a dead end. In this paper, Hollywood series films－*Planet of the Apes－*are taken as examples for contemporary apocalyptic fantasy. Their characteristics as end-of-the-world movies will be surveyed; also the dénouements are explored to display the tragic missions inherent in apocalyptic fantasy－human beings stuck in mundane dilemma finding no ways out.

**Keywords**: apocalypse, apocalyptic fantasy, environmental disaster, Environmentalism

**Predicting Attitude Toward Teaching Approaches Based on Learning Styles for ESL Learning Using Big Data Analyzin**

Jeng-Jong Lin

Ming Chuan University

&

Wu-Chang Chang

Ming Chuan University

The study focuses on finding the attitude of undergraduate students toward preferred teaching approaches based on their different learning styles in ESL learning using an artificial neural network (ANN), which is of good recognition capability after being trained with big data (i.e., 100 instances in the study) acquired from designed questionnaires. Earlier literature has stated the importance of learning style and teaching approach congruence among students and also the importance of it in building effective classroom environment. In order to obtain optimal teaching effectiveness, there should be provided with different pedagogy for individual learner of different learning style in a class. It is no secret that language learners differ in many important ways and the same lesson plan will not be equally suited to the needs of all the students in the same class. Lessons will even need to be modified for classes with the same title since every group of students is different. The accuracy and efficiency of Prediction for ANN are as promising as expected and approved by a calculated R2 measure of approaching to “1”. It is expected that the ANN can help teachers to precisely predict the students’ preference for teaching methods based on their learning styles. Thus, an optimal (or approaching to optimal) pedagogy can be achieved.

**Keywords**: Learning styles, optimal pedagogy, artificial neural network

**A Case Study on Comprehension of Graphic Signs at Public Venues: Japan vs. Taiwan**

Liao Yu Cheng

Dayeh University

&

Chih-Hui Chang

Dayeh University

Semiotics is the study of signs and it takes the form of words, images, sounds, gestures and objects. The current study roots on the theoretical background of Semiotics and further develops on a comparative study on signs of images. Signs could be anywhere, in everyday life, such as road signs, airport signs and lavatory signs. In this current study, semiotics is about ‘visual signs’ when people see them they would be able to understood immediately without additional written exploitations.

The current study compares the graphic signs at public venues between Japan and Taiwan and it is designed to find out which of them are most comprehensible and acceptable and could be understood immediately without confusion. However, cross-cultural understanding also plays an important role in the current study. Some cultural elements included in the graphic signs would present the significant variation in the socio-cultural differences.

**Keywords**: Semiotics, Graphic signs, Cross-cultural understanding, Socio-cultural differences

**Reading and Vocabulary Development in a Second Language: A Case Study of a 10-year-old Chinese L2 Learner Utilizing Storytelling as a Reading Strategy**

Hui Chi Pai

Dayeh University

There have been numerous studies investigating ways to increase fluency, and general academic achievement in reading, among students learning English as a second language and heritage learners who are learning English as a second language. In terms of L2 learning for immigrants, there were not many efficient methods to help students with different cultural and language backgrounds. As a diligent student growing up in Taiwan, I have been learning English as a third language for more than 15 years, and it was very challenging to memorize the vocabulary, not to mention to be professional and excel in reading comprehension. Therefore, I want to establish a case study in which I use the story-telling method to help the participant become more proficient in reading by increasing his vocabulary throughout this period of time.

Among all the research that has been conducted nationwide and internationally, to my surprise there are only a small number of published case study documents on the learning of second or foreign language and second language (L2) teacher education (Bailey, 1980; Bailey, 1983; Porter, Goldstein, Leatherman and Cornad, 1990.) Additionally, few case studies specifically address the development of L2 reading and vocabulary skills (Parry, 1993). The research reported here represents an effort to explore development of L2 reading and vocabulary skills. Therefore, my case study will be designed with the following objectives: Firstly, this case study analyzes the development of reading abilities in a second language through the story-telling method; Secondly, this case study discusses the relationship between reading development and vocabulary acquisition using the story-telling method. Thirdly, this case study explores the relationship between reading development and comprehension processes including reading and listening. Fourthly, the case study provides the findings of these processes and the results of using the story-telling strategy as a method.

As a result of following analysis, it is possible to make observations on L2 reading development, vocabulary acquisition, comprehension development, and overall language acquisition. After working with him for three months, I could see the obvious improvement in his vocabulary and reading comprehension. Although a three month period is not considered long enough to make a significant impact on him, this participant made enormous progress in a lot of ways. The most noticeable is that his motivation has increased as has his confidence in English speaking.

**Collaborative Writing Online: Are Students Stronger Together?**

Alexandra Zakharova

Dayeh University

English classes comprise a significant portion of the school curriculum in Taiwan; nevertheless, the focus is mostly on the receptive skills - reading and listening. Consequently, students who enter university are less proficient in speaking and, especially, writing. Including writing into university curriculum is challenging both for students and teachers. The former experience cognitive and affective difficulties, and the latter find it perplexing to manage writing classes due to a large number of students and the writing process being rather time-consuming. Hence, it’s a common place for writing classes to be scarce or totally excluded from the college curriculum.

To aid such an imbalance, educators attempt to utilize new approaches, such as collaborative or collective writing, where students plan, execute, and revise writing pieces together. Furthermore, online tools like blogs and online docs are becoming increasingly popular. However, the research in this area yields mixed results. For instance, while Bikowsky (2016) claimed that collaborative writing online led to better results in writing, the outcomes of the study where Wu (2012) employed blogs as tools for online collaboration pointed out that blogs could be predominantly used for individual writing if the interaction was insufficient. Storch (2011) clarified this phenomenon by stating that although collaborative writing is beneficial to students and leads to possible language gains and improved writing quality, external factors like task type, L2 proficiency and relationships within the group may negatively affect writing outcomes.

In this paper, the author discusses the process of implementing Office 365 Docs for collaborative writing in the freshmen English writing classes. The aim of this paper is to share the pros and cons of this tool and draw conclusions about the future implications of online collaborative writing.

**Keywords:** collaboration, English writing, online docs

**The Effectiveness of Using Sight-Word Picture Books on Students with Specific Learning Disabilities**

Ruby Jen-Ru Hung

Providence University

&

Chun-lin Luo

Providence University

 It is essential that all children have access to appropriate reading instruction and curricula, but selecting appropriate instructional approaches for students with learning disability poses challenges. Teaching a child with learning disability beginning reading skills should enhance their future social, vocational, and educational goals. Students with autism and reading disability are common in elementary class of English as a foreign language (EFL) for the reason of integrated education. Hence, the purposes of the study were to implement and evaluate using sight-word picture books to teach sight words for two elementary school students diagnosed with autism and reading disability.

The materials applied to teach the two students were three sight-word picture books with 15 target sight words under investigation, which were made as flashcards presented to the students in the pre-assessment (pre-test) session. After instruction (by the first author) of the sight words on the flashcards and the sight-word picture books, the retention assessment (post-test), the maintenance assessment (delayed post-test), and the generalization assessment were conducted. The results showed that the first participant (with autism) retained 14 target sight words (14/15) while the second participant (with reading disability) retained 8 target sight words (8/15); the first one maintained 14 target sight words (14/15) while the second maintained 7 target sight words (7/15), and the first generalized 62 target sight words (62/64) while the second generalized 41 target sight words (41/64). This outcome provided a strong evidence for effectiveness of using sight-word picture books on students with specific learning disabilities.

The study contributes to the sparse reading instruction literature for students with learning disabilities and to instructional practices needed to adequately support the instructional needs of students with learning disabilities.

**Keywords***:* sight words, picture books, learning disabilities

**Experiencing erotic desire for a virtuous person in Lunyu and Wuxingpian**

Philip M. M. Sced

Dayeh University

This study makes the claim that the commentary on the *Guanju* ode in Wuxingpian (五行篇) parallels a well-known passages in Lunyu which seems to suggest that proper reverence for a virtuous person may involve erotic desire for him/her. In Lunyu 9:18, Confucius observes, “I have never yet observed one whose lust for virtue equaled his lust for sex.” It implies that both virtue and sex can satisfy one’s appetites. Confucius’s statement may be taken to mean that one should desire virtue rather than sex, but it may also be taken to mean that one should balance one’s desire for sex with one’s desire for virtue. This latter interpretation is suggested by the use of *ru*如 which implies equality. In Lunyu 1:7, Confucius’ disciple Master Xia expresses in a rhyming aphorism the lengths one should go to in order to treat others properly. Master Xia’s expression 賢賢易色 is notoriously difficult to translate, but a plausible rendition would be, “when one treats the virtuous as virtuous, one replaces the people he finds sexually alluring with them.” The preferability of this translation is adduced with an examples from Mencius, Lushi Chunqiu and the commentary of Kong Anguo. In light of this reading of Master Xia’s aphorism and of Lunyu 9:18, this study argues that Confucius’ concern is not that people do not desire virtue, but that they do not desire virtue with the same passion with which they desire sex. The study then argues that the Wuxingpian commentary on *Guanju* may most plausibly be read as a reflection of this early Confucian attitude towards sex and the virtuous person.

**Keywords**: Wuxingpian, Lunyu, erotic desire, virtue

**Language Transfer Among a Group of EFL Students in Taiwan**

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Providence University

&

Li- Jung Huang

Providence University

Language transfer is a phenomenon that language learners are influenced by the grammar, pronunciation, orthography of their L1. One of the most obvious language transfer is at the phonological level where the learners transfer the phonological system from their L1 to L2 or L3. To highlight the importance of language transfer at the phonological level, the study investigates language transfer among a group of EFL students in Taiwan. Specifically, the study investigates the influence of L1 (Southern-Min) on L3 (English) focusing on pronunciation. Five native Southern-Min speakers were recruited for the study. Four sounds were under investigation including two labiodental sounds [f],[v], one rhotic sound [r], and one interdental sound [θ]. The three target sounds were selected because they are not in the Southern-Min phonological system but in the English phonological system. The researcher designed five sentences which contained these sounds and asked the participants to read the sentences. The researcher then recorded the reading process and analyzed the pronunciations in order to see if the production of these sounds is under the influence of their L1. In addition, interviews were conducted in order to investigate the self-evaluation of the participants in terms of the production of these sounds. The result from the reading task indicated that the learners had difficulties pronouncing words which included the labiodental, interdental and rhotic sounds. The interview revealed that participants’ self-evaluation does not correspond to the results from the reading task. This paper will present the analysis of the reading task and the interviews.

**Keywords**: Language transfer, Sound production, Sound perception, EFL

**A Study on Student Translators’ Digital Literacy**

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With the development of the Internet and smart devices, translators have become more dependent on the Internet for information searching during the translation process in order to correctly understand and render the source text. This paper attempts to explore the digital literacy of student translators, including how and where they search for the intended information, and whether they evaluate the credibility of the collected information. The research employs questionnaires and screen recording to observe the translation process of 15 student translators. Results of this study may indicate the current digital literacy of student translators. It is hoped that this study will present readers with an understanding of digital literacy as well as its relation with translators, and thus serve as a reference for both translators and translator-training institutions.

**Keywords**: translation, digital literacy, screen recording

**Systematic Phonics Instruction or Story-based Phonics Instruction: The Effectiveness on ESL Second Grade Early Literacy Development in Taiwan**

Sandy Hsu

English Teacher

English has been widely used owing to the effects of globalization. The Ministry of Education in Taiwan reformed the Guidelines of Grade 1-9 Curriculum in which English is taken as a regular subject from grade 3. English literacy development is regarded as the first priority in accordance with the latest guideline. Additionally, phonic instruction is considered as the foundation of reading development at the premier stage of English learning.

Some significant research have revealed that it’s effective to teach beginners letter-sound relationship with phonics instruction explicitly and systematically at early stage. However, other researches have also indicated that teaching phonics through stories also carried out beneficial results. Yet, very few studies centered on the effects of Story-based Phonics Instruction in an ESL context.

As the result of the inadequate resources, this quasi-experimental research was designed to investigate the effects on ESL second graders’ Early Literacy development in Taiwan. The present study specifically aimed to assess learners’ rhyming recognition, letter-sound naming, word reading and word meaning identification via two different phonics instruction approaches that were Systematic Phonics Instruction and Story-based Phonics Instruction. An eight-week study was conducted with 62 second graders with the same proficiency level from a bilingual primary school in Keelung, Taiwan. To lessen learners’ anxiety and difficulties from learning, the school offered a level test to place students in the appropriate learning level. The 62 students were divided into the Systematic Phonics Instruction group (SP) and Story-based Phonics Instruction (SBP) group. The SP group was made up of 32 students (22 girls and 10 boys) and the SBP group was consisted with 30 students (17 girls and 13 boys) from the basic level classes. Both groups received two forty-minute classes per week within a two months period in which the experiment took place.

The teaching materials for the SBP group were the five phonics stories chosen from a program service from a program service Starfall Education Foundation (http://www.starfall.com), which is a free online resource since 2002. The five phonics stories selected were designed based on five short vowels and the target words comprised the basic concept of vowel sound, letter sound knowledge and rhyming words. The stories not only introduced letter-sound correspondences systematically but also offered opportunities for the students to master a vowel interacting with other consonants in the story. On the other hand, the same set of target words were adapted for the SP group with no phonic story involved in the process of teaching.

In the beginning of the study, the teacher administrated a pretest to assess learner’s English proficiency level. On the other hand, the teacher arranged the other pretest which included rhyming recognition test, letter-sound naming test, word learning test and word meaning test. At the end of the experiment, a posttest which rearranged the pretest in different question types was applied to compare the gain of the students. By comparing the results between Systematic Phonics Instruction and Story-based Instruction, the present study aimed to verify whether Story-based Phonics instruction is valuable on Early Literacy development for ESL learners in Taiwan.

**Keywords**: early reading, early literacy, phonics, phonological awareness, word learning, Story-based Instruction, Systematic Phonics Instruction.

**Rural High School English Teacher Motivational Practice on Facilitating Student Motivation: A classroom-oriented Study**

Hsiao-Wen Hsu

Kainan University

Motivation has been generally recognized as an important factor determining success in second and/or foreign language learning. Strategies in motivating learner learning deserve a greater attention, especially in a teaching context in Taiwan, where teacher usually dominates learners’ EFL learning. Little empirical studies support this claim. This study, therefore, investigated the connection between teachers’ use of motivational teaching practice and observed student motivated behavior. Scheme-based classroom observation data was collected from observing 12 English teachers in five rural schools located in Changhua County. A modified version of classroom observation instrument (MOLT) originally developed by Guilloteaux and Dornyei (2008) was implemented. The data collected through observation scheme follows the real-time coding principle to examine observable teacher motivational practice and learner motivated behaviors. Both the observer and the teacher completed post-lesson evaluations as part of the source of teacher motivational practice measurement. The results revealed a close connection between teachers’ motivational practice and student motivated behaviors. Findings provide an insight on effective teacher practices which enhance student motivated behavior and implications on classroom practice.

**Keywords:** rural high school, EFL, motivation, motivational strategies

International Cultural Communication and Translation of Taiwanese Idol Drama

Huang, Tsui-Ling

全世界最大的電視節目交易市場展之一即北美國際電視展(NATPE)，而台灣亦有相當多高品質、高水準的優質戲劇，如能藉此銷售平臺向全球影視產業推廣臺灣影劇，相信能提高台灣影視作品國際能見度。

其中台灣電視劇《沒有名字的甜點店》(Amour et Pâtisserie)為吸引更多國際買家，則配上西班牙語字幕，以利海外影視拓展；而《犀利人妻》(La Esposa Valiente )進行西語配音，於中南美洲播出，引發「犀利現象」。其他如《小資女向前衝》(Chicas de oficina)、《犀利人妻》(La esposa valiente)、《16個夏天》(Tal como éramos)、《我租了一個情人》(Yo te amo)、《心星的淚光》(Tristeza en las estrellas)等偶像劇亦引起廣大迴響。

國際文化傳播與翻譯是世界潮流，其語言轉換準確性是國際化的基本要求，除了英文翻譯外應拓展其他語言市場。筆者藉由該研究以探討台灣偶像劇進軍國際市場現狀，以利未來臺灣影視翻譯人才之培養。

**關鍵字**：偶像劇、字幕翻譯、影視翻譯、國際文化傳播

(The abstract was presented in Chinese.)

**Research on establishing norms of English subtitle translation for puppet movies**

Hui-chuan Wang

本研究的目的為建立布袋戲電影英語字幕翻譯規範。霹靂布袋戲是國內目前唯一嘗試進軍全球市場的布袋戲公司，但其電影及影集在進軍歐美國市場上，遭遇不少挫折，除了難以將布袋戲語言特色作語言轉換，譯者難尋，以及譯者翻譯品質無法判斷亦是一大隱憂。因此研究者將訪談資深電影譯者，借用其翻譯的原理原則及規範，建立布袋戲電影英譯的基本翻譯手則。再來透過諮詢武俠翻譯的學者，解決布袋戲武俠語言特色翻譯問題，建立各種語言特色的翻譯原則。最後，整合以上原則，與[霹靂國際多媒體股份有限公司](http://zh.wikipedia.org/wiki/%E9%9C%B9%E9%9D%82%E5%9C%8B%E9%9A%9B%E5%A4%9A%E5%AA%92%E9%AB%94%E8%82%A1%E4%BB%BD%E6%9C%89%E9%99%90%E5%85%AC%E5%8F%B8%22%20%5Co%20%22%E9%9C%B9%E9%9D%82%E5%9C%8B%E9%9A%9B%E5%A4%9A%E5%AA%92%E9%AB%94%E8%82%A1%E4%BB%BD%E6%9C%89%E9%99%90%E5%85%AC%E5%8F%B8)進行最後討論，修改成符合布袋戲產業的電影英譯規範，建立具系統性、管理性的布袋戲英譯規範制度，本規範亦可應用在國內其他的布袋戲團出國展演用。

**Keywords**: not provided

(The abstract was presented in Chinese.)

**Film Translation in French**

Chen Yu-chun

法國藝術文化成就世上有目共睹，坎城影展被視為是全球藝術性與前瞻性最重要的電影指標。法國國家電影暨動畫中心(CNC)統計指出，在法國2016年進電影院的人次，高達兩億一千三百萬，此蓬勃的電影發展也促成了文化部長鄭麗君於2016年拜會CNC主席柏登**(Frédérique Bredin)**女士，並簽署台法電影合作協定。然而為強化台法雙邊電影交流及合作、拓展台灣電影國際版圖，字幕翻譯在其中更形重要。字幕翻譯是跨語言交際的過程，是跨文化交際的橋梁，體現了兩種語言的轉換和文化傳遞的移植過程。本文將就相關公部門、國際專業影視公司以及字幕翻譯者等訪談交流，實際了解影視翻譯計畫與影片翻譯策略，以期應用在教學上培育學生具有國際影視文化專長，為行銷我國文化儲備法語翻譯人才。

**Keywords**: not provided

(The abstract was presented in Chinese.)

**Wondering in Wonderland: An Overview of the Impact of the English Village in New Taipei City**

Min-Wen Hsu

Ming Chuan University

&

Hsiang-I Chen

Ming Chuan Univerity

This study aims to investigate the impact of one English village developed by the government in Northern Taiwan, including the reflections from learners and instructors. Many second or foreign language learning villages have been constructed around the world to provide an authentic and realistic foreign language learning context. The main purpose is to create an authentic environments where students can practice English and feel more interesting and relaxing in English speaking, and then their English learning motivation was elevated after participating in the English Village program. The following aspects were taken into account to evaluate and dissect its uniqueness along with flaws. First, the overall review of the satisfaction of English village in the community for the past few years. Second, students’ expectations and attitudes towards the English learning program. Third, the in-depth interview with the teachers who work in the English village, and those who teach in a school. One of the main findings of this study includes a positive correlation between learning motivation after visiting English Village and students’ English proficiency. In addition, most students showed a high level of learning motivation after joining English Village program. More results and implications in English learning are discussed in the paper.

**Keywords**: English Village, language policy, learning motivation

**Discourse Analysis of Donald Trump’s Statement On October 8 of 2016**

Huan Ju Chung

The 58th American presidential election was held on November 8, 2016. The Democratic candidate Hillary Clinton and Republican candidate Donna Trump both had oral and written speech in election campaigns prior to the election day. The discourse the researcher analyzed was an oral statement announced by Donna Trump on Facebook with a video and a written transcription on October 8, 2016. Gee’s theoretical framework on discourse analysis (Gee,2014) was adopted to conduct the study. It is characterized by analyzing a discourse’s significance, practices, identities, relationships, politics, connections and sign systems and knowledge. Through analyzing the transcription and its contextual information, the researcher concluded that the strategies adopted by Donald Trump to decrease the impact of his previous attitude toward women might be convincing and choosing Facebook to announce his statement represents the power of social media that could convey the idea of the candidate without being misled by journalists.

**Keywords**: discourse analysis, American presidential election, social media

**Predictability and Discrimination of Test Question Types on Taiwanese EFL Elementary Learners’ English Competence**

王振茂

當今檢核國小學童英語能力的評量方式為顧及學生智能及個別差異可能帶來的巨大學習成就差異與負面心理影響，學者多半建議以多元評量方式來取代傳統的紙本測驗，以避免傳統測驗可能會造成的考試焦慮與學習興趣減低的發生率。然而，紙筆測驗卻是實際性最高（high practicality）、最有效了解學生學習情形和教師教學成效的最快方法。作為一個調整教學方法與修正教材難易度的重要依據，紙筆測驗內各種題型（test question types）對於國小學童英語能力的可預測能力（predictability）與鑑別能力（discrimination）則可以協助現場教師迅速的判定學生在母群體的程度並具體的診斷出學生的學習問題，以便給予學生個別化的適性指導。

本研究採準實驗設計，研究對象為高雄市某國小176位六年級學生，以教師自編的學期紙筆測驗考卷為測量工具，測驗內容全部轉化自課本內容與課堂教授的內容，其中包含六種測驗題類型：單字勾選二擇一、對話用語綜合測驗三選一、文意選填測驗二擇一、聽辨發音單字三擇一、看圖聽辨句子是非題、及句子重組測驗。依據受試學生在各類型測驗題得分的z分數與學生之學期成績z分數分別以單因子共變數與皮爾遜積差相關係數進行分析，檢驗各種類型的測驗題對於臺灣國小學童英語能力的可預測能力；此外，亦分析前述六種測驗題類型的彼此之間的可預測性與對研究對象母的鑑別度，找出適於檢測國小學童英語能力的題型，供現場教師日後編輯試題時作為參考。最後，根據以上研究數據結果，提出教學意涵及建議，以助日後紙筆測驗試題的研發，並增進教師對現階段國小英語學習者水平的認識。

關鍵詞：測驗題類型、國小英語、鑑別度、預測能力

**Incorporating Sociocognitive Approach into Bilateral Translation Instruction in a Technical University**

**Yu-ling Liu**

Disclosing the elements that influence learning effects has been the issue that needs to shed light on. In order to build up a diversified learning environment and to ensure the quality to maintain learning objective, this study integrated Bandura’s theory of self-efficacy and Atkinston’s insights of achievement motivation into the practical instruction in a bilateral translation class where learners improve their translation competence by self-adjustment mechanism derived from English news. Since sociocognitive educators believe that motivation is critically important in the process of pursuing a specific goal. Achievement motivation intertwines with interactions between learners and environment. Hence, this study delineated the impact on translating English news, which serves as the supplementary activity in an English-related course at a technical university in Taiwan. With class observation and questionnaires, this study found that student’s attitudes changed and they tried hard to immerge into the situational learning. They were getting used to using the target language and were able to accept authentic materials. It is hoped that the findings facilitate more feasible strategies for language learning in post-secondary education. This study suggested that, in addition to the basic instruction of syntactic structure, translation class should set up a macro goal. More importantly, teachers should design dynamic scenario, be aware of individual differences, and boost achievement motivation by self-stimuli approaches such as adaptive teaching for students to enhance their global mobility in the upcoming future.

**Keywords:** achievement motivation, sociocognitive approach, bilateral translation, global mobility

**The Effects of Inclusion and Exclusion on the Performance in an International Study Program**

Bradley Stephens

Dayeh University

The purpose of this exploratory study is to develop a scale that determines the effects of perceptions of inclusion, exclusion, feelings of acceptance and fair treatment on the performance of foreign students from Mongolia who study in an MBA program. The program was delivered at a university in Taiwan in its International Business Management Department. A draft of the scale consisting of 54 items was delivered to 20 students. Afterwards, a factor analysis was carried out for validity examination. After the analysis, an 8-dimension structure explained 49-61% of the variance on performance. At the end of the analysis the 8 dimensions were called “Acceptance, Inclusion, Fair Treatment, Administration, Performance, Exclusion, Teaching and Finances.” A frequency analysis gave insights into the general perceptions of feelings of the students in the program towards study in Taiwan and the institution. Data from the factor analysis gave insights for a restructuring of the questionnaire to be delivered in phase 2 of the pilot study where greater sampling will take place. As a result, it can be said that this scale determined the factors that influence international student performance. This research continues the ongoing process of evaluating foreign student satisfaction and has implications regarding the evaluation of international students’ perceptions of treatment within Taiwanese society and its ramifications on performance and student satisfaction.

**Keywords**: foreign students, perception, inclusion, exclusion, fair treatment, finance

#  Location Map of Dayeh University

