文藻外語大學
補助教師專題研究計畫申請書(整合型)
Wenzao Ursuline University of Languages
Subsidy Application for Faculty Research Project (Integrated)

申請日期： 107 年 01 月 15 日
Application Date: 2018/01/15 (YYYY/MM/DD)

研究案編號：
Project No.:
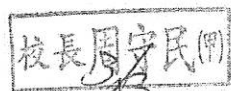
一、基本資料 General Information：

計畫總主持人 姓名 Name of Principal Investigator	Elena Yakovleva 陳蓮娜	系(所) 中 心 Department (Institute or Center)	Department of English	職稱 Position	Assistant Professor
計畫名稱 Project Title	**Enhancing English Proficiency of the Taiwanese Elite Athletes in the English Learner-Centered Context**				
計畫執行時間 Duration	自民國 2018 年 03 月 01 日起 至 民國 2018 年 12 月 31 日止 From (YYYY/MM/DD) To (YYYY/MM/DD)				

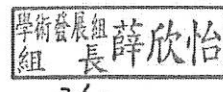| 計畫經費 Budget	申請補助金額 Subsidy Applied	學審會通過補助金額 (此欄由研發處填寫) Subsidy Approved by Academic Review Committee (To be filled by the Office of R&D)
	251,936元	250,000元

本年度申請主持研究計畫共 __1__ 件。(共同主持之計畫不予計入)
本件在本年度所申請之計畫中優先順序(不得重複)為第_____。
The applicant has applied for a total of _1_ research projects this year. (Projects of co-investigators are not included)
The priority of this research project is ranked __1_ among all the projects applied this year (No repetition is allowed.)

計畫總主持人（申請人）簽名：_____

Principal Investigator's (Applicant's) Signature：_____

1

系(所)中心主任 Chairperson/Director of Department (Institute or Center)	主 任林文川 5/2,2018		院長 Dean of College	院 長張瑞芳 1/2
研發處 檢核資料 Verified by Office of R&D	研究發展處 約雇人員朱梅欣 2/6	學術發展組 組 長薛欣怡 2/6	研發長 Dean of R&D	研發長林 潔 2/6
會計室 Accounting Office	會計室二組 組 長林淑月 2/8			主任秘書蔡振義
副校長 Vice President	國 際 副校長顧長永			

學審會 審議時間 Date of Academic Review Committee	審議時間：106 學年度第 2 學期第 1 次學術暨研究獎勵補助審議委員會 (107 年 2 月 27 日) The ____ meeting of Academic Review Committee in the ____ semester of the academic year of _____ (____/__/__ : (YYYY/MM/DD) 審查意見：核定補助 250,000元. Review comment:
研發處 Office of R&D	研究發展處 約雇人員朱梅欣 3/12　　　學術發展組 組 長薛欣怡 3/12　　　研發長林 潔 3/12
校長核定 Approved by the President	校長周宗民（印） 3/13

二、整合型研究計畫項目　Items of Integrated Research Project：

計畫項目 Projects and subprojects	主持人 Principal Investigator	協同主持人 Investigator	系(所)、中心 Department (Institute or Center)	職 稱 Position	計畫名稱 Name of the Project	申請經費 (新台幣元) Subsidy applied (NTD)
總計畫 Main project	Elena Yakovleva 陳蓮娜	—	Department of English	Assistant Professor	Enhancing English Proficiency of the Taiwanese Elite Athletes in the English Learner-Centered Context	13,064 元
子計畫一 Sub-project 1	邱怡靜 Jean Chiu	—	Department of English	Associate Professor	Enhancing Athlete Students' English Learning Motivation and Speaking Proficiency: Multiple Intelligences Approach	78,871 元
	—	Elena Yakovleva 陳蓮娜	Department of English	Assistant Professor		
子計畫二 Sub-project 2	翁一珍 Janet Weng	—	Department of English	Assistant Professor	Teachers' Stories of Task-Based Language Teaching (TBLT) in Teaching Taiwanese Student Athletes English	79,374 元
子計畫三 Sub-project 3	張弘文 (體育教學中心主任)	—	Center for Physical Education	Associate Professor	Culturally Relevant Pedagogy and EFL learning: A Case Study of Indigenous Athletes	78,691 元
	—	林文川 W.C.Lin (英文系主任)	Department of English	Associate Professor		
	—	楊千瑩 Yvette Yang	Department of English	Lecturer		
					總計 Total	**250,000 元**

子計畫二 Sub-project 2：**Teachers' Stories of Task-Based Language Teaching (TBLT) in Teaching Taiwanese Student Athletes English**
1. 背景、目的、重要性、參考文獻。
   Background, objective, significance, and literature review

Background

In Taiwan, many student athletes who have talents in kinesthetic skills are frequently found unsuccessful in English competence, which becomes a disadvantage when they need to communicate or interact with others speaking English in international sports events. There is a need of English motivation and English enhancement for national elite student athletes. Thus, since 2017 a national sport and training center has initiated an English program which was collaborated with a technological university in Taiwan. There were six English teachers involved, including three local teacher and three foreign teachers. Research suggests that Task-Based Language Teaching (TBLT) may produce positive learning effects because it allows the language learners to communicate about things they find meaningful. Due to the connection between the purposely selected tasks in using language learning and the interests of the athletes, it is assumed that the student athletes would be motivated to learn the language when the tasks are highly relevant to their expertise and social needs. In this study, when planning the tasks, teachers are reminded to consider the multiple intelligences of the athletes (discussed in project 1), of which bodily-kinesthetic intelligence, interpersonal intelligence, and visual-spatial intelligence are expected to be more relevant to the learners under study. For example, tasks emphasizing the athletes' expertise, such as describing the process of practicing a specific sport kind will be included. Also, cultural resources of the athletes will be recognized to design the tasks to value one's personal experiences or cultural background. Examples are tasks of verbally sharing the cultural and educational background with each other in pair work or drawing a poster to discuss personal belief of success in group of athletes doing similar sports in reaching the goal. Since such types of tasks aim to involve the student-athletes or activate their experiences, they are expected be more meaningful to the student-athletes, who might in consequence be more motivating to fulfill the task demands.

In spite of the potential of the task-based instruction in advancing learners' language performance, Schart (2008) reminds that task-based language pedagogy should be considered as a social situation, which includes the perspective of teachers and students completing tasks in their particular learning context. This study aims to analyze the experiences of four English teachers of different cultural backgrounds, who prepared and adjusted the course materials and instructional strategy during initial challenges when using Task-based Language Teaching (TBLT) in a culturally responsive and student- centered way.

Objective

The objective of the study is two-fold. The first is to understand what teaching experiences of the English as a Foreign Language (EFL) teachers have when using the TBLT pedagogy to help the student athletes learn English in Taiwan context. The other is to analyze the challenges and adjustments made by teachers in enhancing the students' English learning to meet the goals of TBLT. The research questions are:
1. What are teachers' perspectives on task-based teaching and learning?
2. How do they integrate the task-based approach in teaching the students athletes and what are their experiences?
3. What challenges do they encounter in implementing TBLT and how they adjust it to make it work?

Significance

This study discusses the empirical application of TBLT from teachers' perspectives in a Sport English classroom; emerging findings may shed light in identifying situated teaching strategies that can better facilitate student athletes' English learning in the future.

Literature Review

The reason for implementing a syllabus based upon a Task Based Language Teaching (TBLT) pedagogical approach for learners with a basic proficiency in their target language is informed by the successful results of other researchers in the language-teaching field. In a TBLT oriented classroom, "the emphasis is on meaningful, holistic language practice, in which learners need to listen, read, speak, or write in

order to complete a challenge. The rationale for TBLT as a teaching approach is found in theories of language acquisition that emphasize the central role in language learning of meaningful language use allied with opportunities to notice ways in meanings are created through the target language" (Adams, R. & Newton, J., 2009, p.4). Simply put, if opportunities are matched with student enthusiasm then language learning can take place in a positive classroom environment absent of pressure or power-distance dynamics from the instructor. Observing and applying the findings of other researchers who have taught TBLT in the classroom before is a key strategy behind a successful TBLT-based syllabus.

Achieving a positive outcome is incumbent on the instructor knowing how best to implement TBLT in the classroom. After discussing the importance of undertaking classroom "needs analyses" in order to accurately determine the language learners' proficiency levels and the most appropriate "target tasks" for ultimate improvement, Kris Van den Branden (2016) advocates a strategy of gradually introducing and implementing new activities that scaffold in difficulty over the course of the semester. Explaining the nature of this TBLT-based course material, he writes, "from the target tasks, a sequence of pedagogic tasks can be derived. Pedagogic tasks are more or less detailed scenarios ('workplans') for classroom activity which gradually present increasingly complex approximation of target tasks" (Van den Branden, K., p.241).

Van den Branden reinforces the notion that TBLT should follow a three-stage model, "which consists of pre-task activities, the actual task performance and post-task activities" (Van den Branden, K., p. 242). The pre-task stage involves building the student towards the task through a series of cognitive and socio-emotional preparations. The cognitive preparation involves triggering the learners' recall concerning previous knowledge of the language and experience undertaking similar activities. The socio-emotional stage involves the instructor motivating their learners and sparking interest in the activity. The actual task performance involves students working alone or in pairs and completing a pre-designed activity. At this time, the instructor should be working in a support role with students that require assistance and responding to any inquiries they have with encouragement and critical feedback. The instructor evaluates and reviews the performance of the learners during the post-task stage, with intent being to find where students have improved since the last activity and to probe where weaknesses still remain to be addressed. In our own instruction, we attempted to emulate this three-stage model in our teachings.

One of the integral components of TBLT is the students' ability to respond to "form-function" questions as the completion of the task requires a great deal of word accuracy and comprehension of vocabulary and how it's used. Passive acquisition of the target language occurs when students negotiate with each other about how to complete a task-based activity. It is "through interaction word and vocabulary knowledge will be reinforced and learners will gain better understanding of how to use the language accurately" (Celik, B., 2015, p.6). Meaning-making is a crucial element as well, but in the context of proper TBLT instruction it is only one building block. Van den Branden (p.240) writes "teachers and peers may react to a learner's attempts at meaning-making in all kinds of supportive ways, for instance by recasting a non-target-like utterance in richer, more accurate, appropriate or adequate terms and in this way illustrating how the language works without interrupting the flow of conversation." Thus, instead of seeing form-function and meaning-making at odds with one another, TBLT ascribes to the notion that they complement one another in helping the learner scaffold and develop in their target language proficiency. David Nunan (2006, p.17) reinforces the notion that meaning making and understanding form and function compliment one another within a TBLT context with his observation that "a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end."

Michael H. Long (1985) lays out the goals of TBLT, which is "(i) identifying learners' needs, (ii) defining syllabus content, (iii) organizing language acquisition opportunities, (and) (iv) measuring student achievement" (Long, M.H, p.89). The tasks differ from more linear instruction, because the tasks carry inherent meaning and purpose for the students that they can personalize and internalize. Indeed, TBLT can be used to train learners for specific jobs and fields beyond just basic language acquisition. Long (p.93) discusses how role-playing tasks to mirror interactions in certain industries helps prepare learners for eventual work roles. Long concludes that "the content of task-based language teaching is determined by a needs analysis of the tasks someone must be able to perform satisfactorily in order to function in a particular field" (Long, M.H, p.93-94). In the context of our instruction, we are using TBLT to train student-athletes for interaction with

media and peers in sports-based competitions worldwide. The literature advocating for a TBLT approach validates our application of it in our own classroom environment.

References:

References

Adams, R., Newton, J. (2009). TBLT in Asia: Constraints and Opportunities. *Asian Journal of English Language Teaching, 19*, p. 1–17.

Celik, B. (2015). Comparing the Effectiveness of Form-Focused and Meaning-Focused Instructions in EFL Teaching. *Journal of Education in Black Sea Region, 1 (1),* 1-15.

Long, M. H. (1985) Chapter 3: A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam, M. Pienemann (Eds.) *Modeling and Assessing Second Language Acquisition,* (1st. ed.), (pp.77-95). Clevedon, England: Multilingual Matters Ltd.

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass Publishers.

Nunan, D. (September, 2006). Task-based Language Teaching in the Asia Context: Defining 'Task'. *Asian EFL Journal, 8, (3)*, 12-18.

Schart, M. (2008). What matters in TBLT-task, teachers or team? An action research perspective. In J. Eckerth & S. Siekmann (Eds.), *Task-based Language Learning and Teaching: Theoretical, Methodological, and Pedagogical Perspectives* (pp. 47-66). Frankfurt: Peter Lang.

Smith, L. M. (1978). An evolving logic of participant observation, educational ethnography and other case studies. In L. Shulman (Ed.), *Review of Research in Education* (pp. 316 – 377). Itasca, IL: Peacock .

Van den Branden, K. (2016) Chapter 17: Task-based language teaching. In G. Hall (Ed.), *The Routledge Handbook of English Language Teaching* (1st ed.), (pp.238-251). New York, NY: Routledge.

Yin, R. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: SAGE.

2. 研究方法及進行步驟：採用之研究方法與原因、預計可能遭遇之困難及解決途徑。
   Research method and procedures: methodology adopted, rationale for the methodology, anticipated problems and means of resolution.

Research methodology

This study employs a qualitative methodology of a case study. The objective is to understand the attitudes and behaviors of four teachers applying TBLT pedagogy for student athletes in the same school. A case refers to "a bounded system" and a case study is to observe, explore and analyze the subjects and the actions in the specifically bounded system (Smith, 1978). Due to the nature of case studies, it is especially useful to understand the relationship between the subjects and the context. Through case studies, researchers can explore and clarify the connotations and the contextual clues in the case. Merriam (1998) points out that case studies have three unique features as being particularistic, descriptive and heuristic. Particularistic means case studies focus on a particular situation, event, program or phenomenon, and this feature makes it especially appropriate to solve everyday problems. The second feature of being descriptive indicates that case studies can produce a rich, "thick" description of the phenomenon under study, and this feature allows to portray the multiple variables existing in the case. Heuristics means the report of case studies can help researchers get insights about the process, understand the new meaning and extend the experiences. Thus, case analysis is purposely selected for this study because it can meet the needs of the study. It allows to illuminate the complex situations, action and interpretation in the teaching experiences of the teachers who apply TBLT in a sports English classroom of a confined context.

As suggested by Yin (2003), this study is comprised of a variety of methods to obtain evidence for the case under study, including in-depth interviews, class observations and the group reports of teachers' community. As mentioned above, the respondents are four teachers, one local and three foreigners from the USA, Canada, and Russia. Their teaching experiences vary from 5 to 20 years. A brief demographic background of the teachers is described in Table 1.

It is scheduled to have 2 to 3 in-depth interviews for each teacher, lasting about 40-50 minutes each time.

All interviews will be digitally recorded and transcribed. A semi-constructional questioning guide will be

developed for the in-depth interviews. The tentative questions are listed as below.

At the beginning
1. What are your principles about TBLT? How is it different from other teaching approach?
2. What tasks are arranged for the student athletes? What are the purposes?
3. How did you prepare to teach these students the tasks?

In the middle
4. Can you describe the first time that you met the student athletes? What was the process of your teaching? How was the interaction?
5. What were the initial challenges in using TBLT to teach the student athletes? What were the causes?
6. After the first class, what adjustments did you make? What was the outcome and what were the students' responses?

In the final week
7. Did you stick to TBLT principles until the end? Why or why not?
8. From a teacher's point of view, how can TBLT be more effectively used for teaching student athletes?
9. What factors might affect the outcome in the context when applying TBLT pedagogy?
10. What suggestions would you like to give about TBLT to teach student athletes more effectively in the future?

Table 1 The profile of the participants

No	Name	Gender	Nationality	Experiences of teaching English in Taiwan/in other countries	Expertise
1	T1	F	Taiwanese	18 years in Taiwan	Business English, general English
2	T2	M	American	2 years in Taiwan, 6 years in South Korea, 2 years in the USA	TOEFL preparation, general English, business English, intercultural competence and cross-cultural communication, creative writing, and other skills related to teaching English as a second language.
3	T3	F	Canadian	20 years in Taiwan	Adult English/ ESP Specialized programs
4	T4	F	Russian	12 years in Taiwan, 1 year in China	Second Language Learning, Contrastive Pragmatics, Cross-Cultural Communication, Translation for Business Purposes

The class observations will be conducted at least three times for each teacher at the beginning, in the middle and in the final week of the course. Observation journals will be written right after each observation. In order to triangulate the data, teachers' community meeting records will also be collected.

Meanwhile, to understand the outcome of the teaching approach in study, a questionnaire will be designed to collect learners' feedback on their perspectives to the teaching content, teaching approach, and tasks. Open questions, such as describing the tasks they like most and giving suggestions and comments to the course, will also be included. All questions will be written in Mandarin Chinese, the mother tongue of the student-athletes, to increase comprehension for the respondents. It will be conducted at last week of the course to understand the outcome of the using TBLT among these student-athletes. For research ethnics, all data will be handled anonymously and students can choose not to join in the study.

After collecting the qualitative data, different data will be filed based on the pseudo-name, types, and dates. Using QSR NVivo 9, the data collected from different sources will be analyzed to identify the concepts,

which are further grouped into themes and subsequently categories to interpret the research findings obtained. Moreover, data gathered from students' survey will be analyzed with the SPSS software to generate a statistically description on the learning results from the students' view. This can be used to examine the TBLT goals planned by the teachers with the actual learning outcome perceived by the students. Through the process, a detailed description about the teachers' stories in applying TBLT in developing the student athletes' English learning can be generated, which will be used to answer the research questions.

Anticipated problems and means of resolution

When conducting the study, some problems are anticipated. The first is about building trust between the researchers and the prospective teacher informants. Some teachers may have concerns when an observer sits in their class. Yet, since the researchers and the informants have known each other for some time, basic trust has already existed. The researchers will also reassure that all data collected will be kept anonymous. Measures will be taken to maintain their confidentiality. The second problem might be an observer effect. Both the teachers and students might react or behave differently from what they usually do when they notice the presence of the researcher in the class or they know they are being studied. To avoid the impact, the researchers will ask the class teacher to inform the students in advance about the observation but also let them know they only need to act naturally as usual. Besides, the researcher will arrive earlier and sit at the back where is less noticeable and intrusive. Repeated observation probably can also minimize the effect. When both the teachers and the students are more used to the presence of the researchers in class, the effect might be avoided.

3. 預期完成之工作項目及成果。
   Anticipated work items and results

The study is expected to complete the following results:
1. Provide a thorough description on the experiences of four teachers of different cultural background using TBLT to teach student athletes English in a sports class in Taiwan. Since the analysis is based on the teachers' perspectives, it will enhance our understanding about the challenges and problems faced and the actions taken in the process. It would be insightful for other professionals or teachers who would like to apply the same instructional approach in a similar context.
2. Very few empirical study of TBLT can be found among students with kinesthetic expertise. The findings can enrich the TBLT literature by sharing the results from the teachers' point of views to fill the gap.

In order to complete the mentioned results, the researchers will review some recent studies on TBLT and reflect on how they contribute to the study in question. The researchers will further refine the questioning guide for in-depth interviews and schedule the interviews and the observation with each teacher informants. Then, data will be collected, transcribed, and analyzed. Finally, the researchers will summarize the study by reporting the findings at the end.

4. 預定進度甘特圖(Gantt Chart)：
Gantt Chart for estimated progress

工作項目 Work item / 月份 Month	1月	2月	3月	4月	5月	6月	7月	8月	9月	10月	11月	12月	備註 Note
January to December													
Coordination between the main project and sub-projects.	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
Describe the background and the motivation of the study.	▓												
Clarify the research questions	▓												
Write the research proposal	▓												
Review and analyze literature		▓	▓	▓	▓								
Develop the in-depth interview questionnaire guide and arrange the interviews.		▓	▓										
1st in-depth interviews and transcribe the data			▓										
2nd in-depth interview and transcribe the data				▓									
3rd in-depth interview and transcribe the data					▓								
4th in-depth interview and transcribe the data										▓			
Class observation and write observation journals				▓	▓	▓	▓	▓		▓			
Collect data from teachers' research community meeting reports	▓		▓	▓	▓	▓	▓	▓		▓			
Analyze the data							▓	▓	▓				
Complete the research project and write the final report											▓	▓	

Name of Sub-project 2：Using Task-Based Instruction in Teaching Taiwanese Athlete Students English: Teachers' Experience

5. 子計畫二經費預估表 Estimated budget of Sub-project 2

經費項目 Item	預估支用明細說明 (說明內容請包含單價及數量) Estimated expenditure (Please include unit price and quantity needed)	預算金額 Estimated amount
臨時人力工作費或工讀費 Salary for temporary staff or part-time students	工讀費：140(元) * 180(小時)=25,200 元	25,200 元
資料蒐集與分析費 Information collection and analysis	書籍費一批 10,000(元)*1(批)=10,000 元 (書單如附件)	10,000 元
耗材物品費 Consumables	1. 資訊文件耗材(隨身碟、碳粉夾)：11,000(元) * 1 (批) = 11,000 元 2. 文具用品(原子筆、檔案夾、紙等)：3,200(元) * 1 (批) = 7,200 元	18,200 元
潤稿費	潤稿費：1,050(元)*13(千字)=13,650元	13,650 元
雜 費 Miscellaneous	影印費(資料複印)：5,000(元) *1 (批) =5,000 元 補充保費(工讀生)：25,200 元*0.0191(%)=481 元 勞退金(工讀生)：270(元)*6 (個月)=1,620 元 勞保費(工讀生)：827(元)* 6 (個月)=4,962 元 補充保費(潤稿)：13,650(元)*0.0191(%)=261 元	12,324 元
	總計 Total	79,374 元

附件: 書單

	書名	作者	出版社	原價	台幣
1	The Routledge Handbook of Second Language Acquisition (Hardcover)	Susan M. Gass, Alison Mackey	Routlege	182.2	5466
2	Doing Task-Based Teaching - Oxford Handbooks for Language Teachers (ISBN-13: 978-0194422109)	Jane Willis (Author), David Willis (Author)	Oxford University Press	39.44	1183.2
3	Task-Based Language Teaching (Cambridge Language Teaching Library) ISBN-13: 978-0521549479	David Nunan (Author)	Cambridge University Press	32.41	972.3
4	Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series) 3rd Edition ISBN-13: 978-0807758762	by Geneva Gay (Author)	Teachers College Press	46.95	1408.5
5	Practicing What We Teach: How Culturally Responsive Literacy Classrooms Make a Difference3.9.2011 Edition ISBN-13: 978-0807752203	Patricia Ruggiano Schmidt (Author), Althier M. Lazar (Author)	Teachers College Press	31.88	956.4
				332.88	9986.4