

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： 105 年 11 月 10 日

Application Date: (YYYY/MM/DD)

研究案編號：  
Project No.:

該欄由系(所)中心承辦人填寫  
 (To be filled by the responsible staff)  
 【編碼原則：單位代碼(第 1-2 碼)+''RS''(第 3-4 碼)+ 年度  
 (第 5-7 碼)+流水號(第 8-10 碼)例：IMRS101001】

ENRS105008

一、基本資料 General Information :

計畫總主持人 姓名 Name of Principal Investigator	林文川	系(所) 中心 Department (Institute or Center)	英文系	職稱 Position	副教授兼系主任
計畫名稱 Project Title	Exploring New Approaches to Curriculum Design: Cultural and Intercultural Perspectives				
計畫執行時間 Duration	自民國 106 年 01 月 01 日起 至 民國 106 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)		
	338,110 元		312,110		

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)

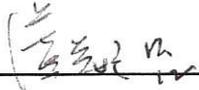
本件在本年度所申請之計畫中優先順序(不得重複)為第 \_\_\_\_\_。

The applicant has applied for a total of \_\_\_\_\_ research projects this year. (Projects of co-investigators are not included)

The priority of this research project is ranked \_\_\_\_\_ among all the projects applied this year (No repetition is allowed.)

計畫總主持人(申請人)簽名： 林文川

Principal Investigator's (Applicant's) Signature : \_\_\_\_\_

系(所)中心主任 Chairperson/Director of Department (Institute or Center)	  12/10 2016	院長 Dean of College	 11/10
研發處 檢核資料 Verified by Office of R&D	 12/2  Dec 2	研發長 Dean of R&D	 12/2 資料蒐集費
會計室 Accounting Office	依教育部規定考書籍費亦應列入資料蒐集與分析費項下。以上限為3萬元。請依規定於額內執行。(前中清預算致超出限額)  		
副校長 Vice President			
學審會 審議時間 Date of Academic Review Committee	審議時間：105 學年度第 1 學期第 3 次學術暨研究獎勵補助審議委員會 (105 年 12 月 13 日) The _____ meeting of Academic Review Committee in the _____ semester of the academic year of _____ (____ / ____ / ____ : (YYYY/MM/DD)) 審查意見：一、依教育部規定，書籍費應列入資料蒐集與分析費項中，上限為 30,000 元，故子計畫三之「資料蒐集與分析費」及「書籍費」總額調整為 30,000 元。 Review comment: 二、潤稿費金額統一，故子計畫一和子計畫四之潤稿費均調整為 10,500 元。 		
研發處 Office of R&D	 12/29  Dec 29	 12/29	
校長核定 Approved by the President	 12/29		

一、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	林文川		英文系	副教授兼 系主任	Exploring New Approaches to Curriculum Design: Cultural and Intercultural Perspectives	4,980 元
子計畫一 Sub-project 1	翁一珍		英文系	助理教授	Developing College Students' Multicultural Sensitivity Through Multi-culturally Relevant English Teaching	86,496 元
子計畫二 Sub-project 2	廖宜虹		英文系	助理教授	To Compose, To Connect, To Create, and To Communicate: A Deep Writing Approach Framework	75,712 元
子計畫三 Sub-project 3	周則銘		英文系	助理教授 兼副主任	Examining Attitudes Towards Online Learning: How Students Respond to Different Learning Culture	75,370 元
子計畫四 Sub-project 4	李姿瑩		翻譯系	助理教授	The Liaison Interpreter as the Cultural Mediator	69,552 元
總計 Total						312,110 元

二、整合型研究計畫重點說明：請就下列各點分項述明：

Description of the Integrated Research Project: Please briefly describe the following items:

1. 整合之必要性：包括總體目標、整體分工合作架構及各子計畫間之相關性與整合程度。

Necessity of integrity: Describe overall goals, division of labor and collaboration scheme as well as relevance among sub-projects and degree of integration among sub-projects.

There is a growing awareness of developing students' intercultural communicative competence (ICC) in higher education institutions across the globe because of rapid globalization and internationalization. Many HE teachers have started to design or redesign their course curriculum that taking into account cultural or intercultural elements in order to equip students with desirable graduate capabilities of communicating with people of different linguistic and cultural backgrounds. However, though separate endeavors or relevant studies may have been done to explore effective ways of developing students' foreign language capacity and intercultural skills, an integrated study in HE institutions such as Wenzao Ursuline University of Languages is still needed. The overall goal of this Integrated Research Project therefore is to exploring new approaches to curriculum design through cultural and intercultural perspectives. This goal will be achieved through the integration of Wenzao teachers' specialties in areas of sociolinguistics, foreign language education and translation/interpretation. The first two sub-projects will be carried out in two different English writing courses; the third sub-project in an English listening course and the last sub-project in a consecutive interpreting course at Wenzao. The ultimate goal is to enhance students' foreign language capacity, intercultural sensitivity and communicative competence as global citizens in the 21<sup>st</sup> century.

2. 人力配合度：包括總計畫主持人協調領導能力、各子計畫主持人之專業能力及合作諧和性。

Personnel capabilities: Describe the principal investigator's ability in coordination and leadership, and each sub-project PI's specialization strengths and teamwork potential.

The four Principal Investigators in this integrated research project are from the same college- College of English and International Studies at Wenzao. Three sub-project PIs are from English Department and one is from Translation and Interpreting Department. This within-college research cooperation between the sub-project PIs makes teamwork potential relatively easy and possible. The principal investigator - Dr. Wen-Chuan Lin, currently the Chairperson of English Department, is in an appropriate position to apply his ability in coordination and leadership to carry out this project. In addition, with Dr. Lin's research experiences in and specialties of computer-mediated EFL learning/instruction, and Vygotsky inspired socio-cultural theory, he will be able to integrate the four sub-projects' themes on the investigation of new curriculum design from cultural and intercultural perspectives.

3. 資源之整合：包括各子計畫研究經驗與成果交流情況。

Integration of resources: Describe the sharing of experiences and results among sub-projects.

Though most of the sub-project PIs are early-career researchers, they all have ample teaching experiences in areas such as EFL writing, cross-cultural communication or translation/interpretation, and are interested in investigating how cultural/intercultural forces impact on subject learning. Besides, a formal monthly "Research Group", chaired by the PI (Dr. Lin) of this Integrated Research Project, will be organized in order to enhance discussion, cooperation and dissemination of findings. Informal correspondence and networking between sub-project PIs will also be strong and frequent.

4. 預期綜合效益。

Anticipated results or contributions of the integrated research.

Through this Integrated Research Project, empirical studies will be carried out in order to analyze and assess the new curriculum design of different courses in writing, listening and consecutive interpreting at Wenzao in order to enhance students' English language skills and intercultural communicative competence. The four sub-projects will be valuable to assess the effectiveness of relevant new course curriculum design. In addition, based on the findings, the policy makers of English education in Taiwan can construct an intercultural relevant curriculum in the context of foreign language learning to

meet the standards of foreign language learning in the 21<sup>st</sup> century.

三、總計畫摘要：請就本計畫要點作一概述（五百字以內）

Summary of the main project: (within 500 words)

### **Exploring New Approaches to Curriculum Design: Cultural and Intercultural Perspectives**

In the era of rapid globalization, there is a growing importance of developing students' intercultural communicative competence (ICC) in higher education. How to encourage instructors to re-design their EFL-related courses to develop students' language ability and intercultural communicative competence has become a central concern at Wenzao. The objectives of the four sub-projects are as follows:

**Sub-project 1** (Developing College Students' Multicultural Sensitivity Through Multi-culturally Relevant English Teaching) aims to explore and assess a new curriculum of English Discussion and Writing course at Wenzao, designing to help students improve their English writing abilities and increase their intercultural sensitivities. It is hoped that a new English language pedagogy which incorporating intercultural education will develop students' ICC and enhance foreign language learning. Relevant findings of the present may be used to shed light on other three sub-projects in terms of assessing students' ICC development or future innovative design of EFL learning and teaching.

**Sub-project 2** (To Compose, To Connect, To Create, and To Communicate: A Deep Writing Approach Framework) seeks to explore the university students' process writing experiences, provided within a multimodal literacy environment in an academic writing class - English Discussion and Writing course at Wenzao. Students' beliefs about themselves as writers, about the function of writing, and about the experience of language learning will be examined. In particular, this project will present a deep framework of writing approach to promote active and cooperative participation, process and sustainable learning, meaning-making and cultural sensitivity, multimodal and interdisciplinary values in higher education. Relevant findings may be used to shed light on other three sub-projects in terms of current investigations or future innovative design of EFL learning and teaching.

**Sub-project 3** (Examining Attitudes towards Online Learning: How Students Respond to Different Learning Culture) aims to investigate student's attitudes and perceptions of online learning culture in an English listening course. The objectives in this study, firstly, is to investigate if the participant students hold the Confucius values and embrace the learning environment which is passive, reliant on rote memorization, and fearful of showing different opinions to the instructor in traditional face-to-face course. Secondly, an online Professional English Listening course at Wenzao will be designed to examine whether online learning culture is different from face-to-face situations. Findings of this study will contribute to a nuanced design of online foreign language pedagogy and curriculum at Wenzao. Relevant findings may also be used to shed light on other sub-projects or on future research for innovative design of online EFL learning and teaching.

**Sub-project 4** (The Liaison Interpreter as the Cultural Mediator) aims to explore how students, from Consecutive Interpreting: Commercial Issues course and graduates who are working as escort interpreters, deal with potential cross-cultural misunderstandings and how they may attempt to facilitate cross-cultural communication. The objectives include: exploring interpreter trainers' efforts to raise students' cultural awareness; understanding what factors may cause difficulties or cross-cultural miscommunication in communication settings mediated by escort interpreters; and understanding student escort interpreters' perception of their own cultural awareness. Relevant findings may also be used to shed light on other sub-projects in terms of raising students' competence/awareness in their chosen courses of learning.

Apart from the benefits of developing students' language ability and intercultural communicative competence, this Integrated Research Project has an additional value - opening up new opportunities and possibilities of interdisciplinary cooperation in the area of social sciences. The integration and cooperation between English Department and the Department of Translation/Interpreting is a start, and will be a possible example for future research cooperation between institutions at Wenzao and beyond.

四、總計畫經費預估表 Estimated budget for Main project

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		0 元
資料蒐集與分析費		0 元
耗材物品費 Consumables		0 元
潤稿費		0 元
專家諮詢費		0 元
交通費 (限國內)	國內高鐵來回票 2980 元	2,980 元
雜費(含勞保、勞退、二代健保補充保費)	影印費(資料複印): 2000(元)*1(批)=2000 元	2,000 元
<b>總計</b> <b>Total</b>		4,980 元

五、研究計畫內容：請就以下各項撰寫（請依下列項目提供每一子計畫之規劃內容；每一子計畫項目1-3 合計以不超過5 頁為原則）

Contents of the research project: Please provide the following information for each sub-project. (Item No. 1 to Item No. 3 for each subproject should be limited to 5 pages.)

子計畫一 Sub-project 1 :

### **Developing College Students' Multicultural Sensitivity Through Multi-culturally Relevant English Teaching**

1. 背景、目的、重要性、參考文獻。

Background, objective, significance, and literature review

Because of globalization and internationalization, in most of the higher education institutions across the globe, intercultural communicative competence (ICC) has emerged as one of the most desirable graduate capabilities to ensure students of different linguistic and cultural backgrounds can appropriately and effectively interact with each other. Previous studies in applied linguistics have asserted the importance of intercultural communicative competence in foreign language education (Baker, 2012; Byram, 1997; Fantini, 2000, 2007; Matsuda, 2002; Sercu et al., 2005). As a result, to reach the most positive outcomes in English teaching, English language teachers need to develop mechanism to prepare college students for intercultural encounters and to provide pathways to solutions for misunderstanding or problems. Yet, how to meet the goal of this new mission has become a challenge for many English language teachers, especially those in non-native speaking countries.

Researchers have noted the difficulties of integrating intercultural learning in a typical classroom setting. Lange (2003) noted that although teachers are reminded or most of them often agree on the importance of the intercultural learning in English teaching, they may not feel adequately prepared to “teach the whole of the culture” (p. 346). Indeed, in a number of studies conducted to investigate the language teachers’ perspectives and practices of intercultural education, the results showed only very few of them clearly knew how to integrate ICC into foreign language education (Aleksandrowicz-Pedich, Draghicescu, Issaiass, & Sabec, 2003; Han & Song, 2011; Liddicoat, Papademetre, Scarino, & Kohler, 2003; Luk, 2012), no clear correlation between teachers’ belief and practices in regards to incorporating intercultural competence in foreign language education (Sercu et al, 2005), and inconsistent belief and attitudes in intercultural education among English language teachers (Young & Sachdev, 2011). Drawing the research context back to Taiwan, the studies of Cheng (2012) and Chao (2016) revealed the cultural self-awareness of Taiwan’s English language teachers did not appear in their teaching and there were inconsistencies in teachers’ ICC and practice in classroom. Witt (2011) concluded that it was difficult for English teachers to build a “intercultural space” within a very limited class time per week where the English learners were able to understand and analyze the relations among oneself, others and the world.

However, Byram (1997) reminded that three advantages existed in teaching intercultural competence in classroom setting. First, the classroom is a “space for systematic and structured presentation of knowledge” (p. 65) to continue the better traditions of language teaching. Second, there is a professional who can give guidance and equip students with skills needed for intercultural situations. Third, classrooms allow students to reflect and discuss the skills, knowledge and experiences gathered from the outside world. Obviously, more studies are needed to explore and assess the strategies and tactics of incorporating intercultural education in foreign language education in classroom setting, especially for non-native English teachers who teach non-native students in countries where intercultural interactions are not common.

The focus of the project is to describe and assess a new curriculum of English Discussion and Writing Course at Wenzao Ursuline University of Languages in Taiwan, which is designed to help students improve their English writing abilities and increase their intercultural sensitivities. This English Writing Course was awarded by Taiwan’s Ministry of Education as “The Innovated Project of English Language Teaching Incorporating Multiculturality”, aiming to encourage instructors of higher educational institutions to re-design their English writing courses to develop students’ language ability and intercultural communicative competence in academic English Writing courses.

This one-year English Writing course has been re-designed for the 3<sup>rd</sup> year college students majored in

English in Taiwan. It was taught for 4 hours each week and students would learn to read and write a variety of culturally relevant articles, which covered topics of language learning, cultural travel, cultural foods, gender, ethnicity, pop culture and education. Each article was written in a different writing genre, such as description, narration, process, classification, cause and effect, comparison and contrast and argumentation. In order to develop students' intercultural sensitivities, there were various class activities, including interviewing a foreigner about his/her language learning experience, going on a cultural field trip to a local historical site, inviting guest speakers to share wine appreciation in French culture, watching culturally relevant movies, debating on controversial issues such as different educational systems in different nations and doing role-play. In regards to evaluating students' learning performance, multiple assessments would be used to fit the diverse learning styles and promote multiple intelligence as suggested by Gardner (2011). The objective of the study is to discuss and assess this new English language pedagogy which incorporating intercultural education in developing ICC and enhancing language learning from the perspective of non-native students who attended in the mentioned course.

Based on the objective of the study, there are four research questions:

1. How do students develop their intercultural communicative sensitivities through the new course design which integrates culture and language learning and is it effective in enhancing their intercultural communicative sensitivities?
2. How effective is the new course in enhancing students' motivations and attitudes in learning English?
3. How do students evaluate the different elements of curriculum design of the new course in enhancing their learning?
4. Which learning activities are more effective in developing students' language learning and intercultural communicative sensitivities?

## References

- Aleksandrowicz-Pedich, L., Draghicescu, J., Issaiass, D., & Sabec, N. (2003). The views of teachers of English and French on international communicative competence in language teaching. In I. Lázár (Ed.), *Incorporating intercultural communicative competence in language teacher education* (pp. 7-37). Kapfenberg, Austria: Council of Europe Publishing.
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- Witte, A. (2011). On the teachability and learnability of intercultural competence: Developing facets of the "inter". In A. Witte & T. Harden (Eds.), *Intercultural competence: Concepts, challenges, evaluations* (pp. 89-107). Bern, Switzerland: Peter Lang.
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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.

This project adopts a mixed methodology incorporating a quantitative experiment survey to collect data in pre-test and post-test stages and follow-up interviews. The participants are 131 local English-majored college students attending the Discussion and Writing Course offered by Wenzao Ursuline University of Languages in Taiwan. The pre-test will be held at the beginning of the first week right after the class starts. The tool employed in both the pre-test and the post-test is a self-assessment inventory of Intercultural Sensitivity Scale (ISS) adapted from Chen and Starosta (2000). Focusing on the affective dimension of intercultural communication competence, the 24-item ISS has four dimensions listed as follows: (a) Interaction Engagement which particularly concerns about participants' feeling of participation in intercultural communication; (b) Respect for Cultural Differences referring to orientation to or tolerance of participants about their counterpart's culture and opinion; (c) Interaction Confidence concerning about the level of confidence of the participants; (d) Interaction Enjoyment which is related to the positive or negative reaction towards communicating with people of different cultures; and (e) Interaction Attentiveness which is regards to the participants' effort to understand and make meaning of the interaction in cross-cultural situations. A 5-point scale (1-5) will be used in the inventory, in which 9 items are reverse-coded. The ISS has demonstrated strong validity and reliability and was found to have high correlations with other related measures, including Intercultural Effectiveness Scale (Hammer, Gudykunst, & Wiseman, 1978) and Intercultural Communication Attitude Scale (Chen 1993). In order to answer the research question, a 6-item questionnaire on English Learning Motivation and Attitudes and a 3-item questionnaire on Challenges, Expectation and Learning Strategies will also be included in the pre-test.

The post-test will be taken at the end of the second semester before the course is completed, in which ISS, the 6-item questionnaire on English Learning Motivation and Attitudes, a 9-item questionnaire on satisfaction of course design and a 11-item questionnaire on perceptions of the effectiveness of different instructional methods are included.

After data collected in two surveys, T-test will be computed by SPSS 22 to compare the scores of ISS and 6-item questionnaire on learning motivation and attitudes of language learning gained in the pre-test and post-test to investigate the effectiveness of the new course in developing intercultural communicative sensitivities and in increasing English learning motivations and attitudes (Research Questions 1 and 2). Descriptive statistics will be computed to obtain the frequency, mean score and standard deviation of all other items to explore students' satisfaction level on curriculum design (Research Question 3) and the effectiveness of different instructional activities (Research Question 4). The design of the quantitative methodology in pre-test and post-test is depicted in Figure 1.

Furthermore, in-depth interviews of 20-25 volunteers will be conducted to collect qualitative data for clarification and explanation. Each interview will begin with background information, followed by attitudes

and perceptions of English learning and intercultural learning, how effective the course design is in improving their language and intercultural learning, and suggestions and comments to the class activities and curriculum design. All interviews will be recorded and transcribed. Furthermore, in order to triangulate the data, reflections and on-line discussions related to their cultural and language learning will also be collected. The data collected from different sources will be analyzed to identify the units, which will further be grouped into themes and subsequently categories to interpret the research findings obtained in the study. Through the process, a detailed description of the students' responses the program in developing their ICC and English learning can be generated, which will be used to explain and verify the findings gained from the quantitative methodology.

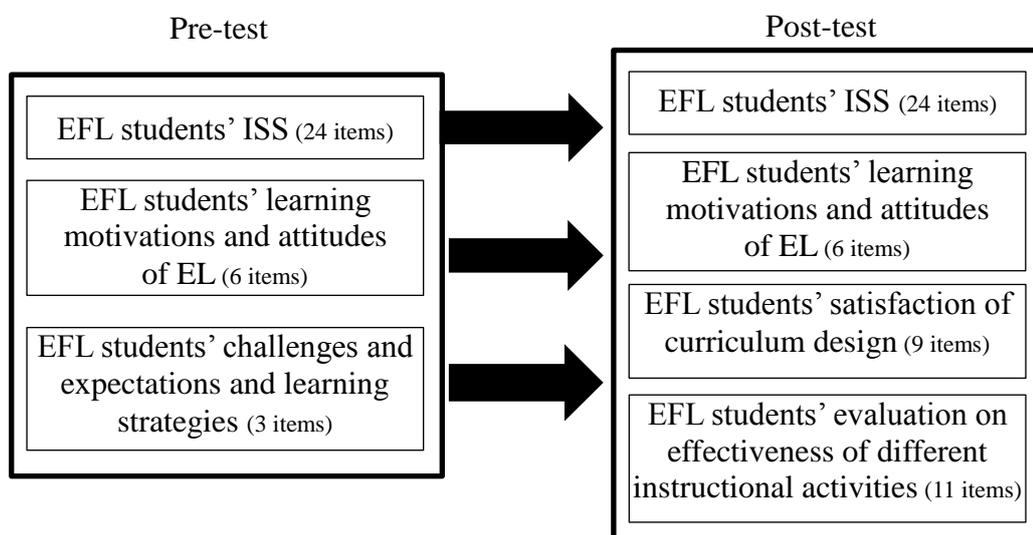


Figure 1 The design of quantitative methodology in pre-test and post-test

### Expected Challenges

The study aims to investigate and assess the effectiveness of an innovated English Writing course incorporating intercultural communicative learning in Taiwan, employing a mixed methodology. In the quantitative methodology, the data will be collected through ISS proposed by Chen and Starosta (2000). Because ISS was originally designed to assess the intercultural competence of college students in USA, different cultural background of the target participants might have an effect on the validity and reliability of the tool. Another challenge is the face validity of the instrument when translating ISS from English to traditional Chinese. To minimize the translation problems, two translation experts will be invited to help revise and review the translating version before it is employed. Re the qualitative interviews, although the findings in the follow-up interviews may not be representative of all participants, it will still be informative.

### Value of the studies

Whereas importance of intercultural communicative competence has been recognized as an integral element in English teaching, it increases the challenges of English teachers to teach both intercultural competence and language abilities in classroom settings. More empirical studies are needed to propose new insights on how English language teachers can integrate intercultural education in foreign language teaching in classroom setting. This project describes, analyzes and assesses the curriculum design of an award-winning project of Incorporating Interculturality in an Academic English Writing course. The findings can provide a useful reference to English language teachers, English course designers, and universities' educators who would like to educate students to become intercultural speakers (Byram, 1997) who can interact appropriately and effectively with people of different cultures, rather than native-like speakers. It will be valuable to assess the effectiveness of the new program, as well as to understand the non-native speakers' perception of different instructional activities and their impact on both language learning and intercultural communicative

competence. Based on the findings, the policy makers of English education in Taiwan can construct an intercultural relevant curriculum in the context of foreign language learning to meet the standards of foreign language learning in the 21<sup>st</sup> century.

3. 預期完成之工作項目及成果。

Anticipated work items and results

As described in the grant chart below, the sub-project will first review the literature of the concepts and theoretical models of intercultural communicative learning, importance of ICC and English teaching, and strategies in incorporating ICC in classroom. Based on the previous literature, the instruments in both pre-test and post-test will be developed. Then, data will be collected in 2 stages of pre-test and post-test among 131 college students. The data collected will be further computed by SPSS 22 to test the hypothesis proposed in the study. The findings will be rewritten and submitted as a conference paper or a journal paper in order to be published. Also, the results will be subsequently integrated into the curriculum design of English Writing course in the future.

4. 預定進度甘特圖(Gantt Chart)：

Gantt Chart for estimated progress

Name of Sub-project 1 : Developing College Students' Multicultural Sensitivity through Multi-culturally Relevant English Teaching														
工作項目 Work item	月份 Month												備註 Note	
	1月	2月	3月	4月	5月	6月	7月	8月	9月	10月	11月	12月		
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 survey tool and prepare for the survey														
Pre-test of Intercultural Communication Sensitivities Survey														
Organize and analyze the pre-test to write the findings														
Class observation and write observation journals														

Name of Sub-project 1 : Developing College Students' Multicultural Sensitivity through Multi-culturally Relevant English Teaching													
月份 Month 工作項目 Work item	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												
Post-test of Intercultural Communication Sensitivities Survey													
Organize and analyze the post-test to write the findings													
Compare and analyze the findings of pre-test and post-test													
Complete the research project and write the final report													

5. 子計畫一經費預估表 Estimated budget of Sub-project 1

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：133(元) * 200(小時)=26,600 元 補充保費：26,600 元*1.91%=508 元 勞退金： 360(元)*6 (個月)=2,160 元 勞保費： 788(元)* 6 (個月)=4,728 元	33,996 元
資料蒐集 與分析費 Information collection and analysis	資料檢索與分析：2,500(元) * 4 (批) = 10,000 元 圖書：20,000(元)*1(批)=20,000 元 (書單另附)	30,000 元
耗材物品費 Consumables	1. 資訊文件耗材(隨身碟、碳粉夾)：6,000(元) * 1 (批) = 6,000 元 2. 文具用品(原子筆、檔案夾、紙等)：3,000(元) * 1 (批) = 3,000 元	9,000 元
潤稿費	潤稿費：1,050(元)*20(千字)=21,000 元	10,500 元
雜 費 Miscellaneous	影印費(資料複印)：3,000(元) * 1 (批) = 3,000 元	3,000 元
<b>總計 Total</b>		86,496 元

## **To Compose, To Connect, To Create, and To Communicate: A Deep Writing Approach Framework**

1. 背景、目的、重要性、參考文獻。

Background, objective, significance, and literature review

### **BACKGROUND**

Given the dynamic nature of our society, the definitions of literacy and writing competencies are constantly being discussed and redefined. While print literacy continues to be the primary instructional medium in the physical classroom settings, the growing and mushrooming access to internet resources, social net-workings, technology learning, and multimodal communication require the educators to delve into how students can be successfully in formulating, negotiating, and reconstructing meanings in our changing world. The project aims to investigate the university students' process writing experiences, provided within a multimodal literacy environment in an academic writing class. More specifically, university students' beliefs about themselves as writers, about the function of writing, and about the experience of language learning will be examined. Moreover, to empower university students' ownership and responsibility for academic success, this project will present a deep framework of writing approach to promote active and cooperative participation, process and sustainable learning, meaning-making and cultural sensitivity, multimodal and interdisciplinary values in higher education

Among the four language skills, student writing skills always come near the top of the challenging task for many EFL/ESL instructors. Things get more complex when examining the English benchmarking statements or objectives in English department mission; an English degree should equip students with rhetorical skills of effective communication and argument, both oral and written, command of a broad range of vocabulary and an appropriate critical terminology and competence in the planning and execution of research paper or project-work.

In addition, given the changing nature of interaction between people, communication through print media is now almost always a mix of images and text, while electronic media incorporate sound, music, hyperlinking and animations. Most elements of popular culture are transmitted in multimodal formats, which are often very complex. Gee (2003) and Beavis (2001) have powerfully illustrated this in their work on games. Kress and Van Leeuwen (1996, 2001) have attempted to construct a basic grammar for multiple modes. The New London Group have issued their call for reform: "We argue that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies" (New London Group, 2000, p. 9). To echo such dynamic challenge, it is even more critical for the higher education educators to interrogate the traditional EFL/ESL writing curriculum which focuses mainly on the accuracy of language forms and structures but rather to call for a multimodal writing curriculum design which EFL/ESL students can be effectively and successfully in formulating, negotiating, and reconstructing meanings in their writing.

### **OBJECTIVE & SIGNIFICANCE**

This project will be a pedagogical action research, conducted in one required course "Discussion and Writing" for junior English major students (in the 3<sup>rd</sup> year of undergraduate program in English Department of Wenzao Ursuline University of Languages) during the 105 academic year (September 2016-July 2017). As the principal instructor with a cohort of 24 students in this class, with four-hour per-week, for the whole semester, I will focus on three major research questions:

- (1) **Students' belief** about themselves as writers and about the **experiences of learning writing** will be investigated.
- (2) Provided with **teacher scaffolding** through the **writing process (prewriting, drafting, revising editing and publishing)**, what will be the most challenging task for the EFL English undergraduate majors?
- (3) Provided with a **multimodal literacy learning environment (both input and output)**, what will be

the most effective method(s) to meet the EFL/ESL students' needs and further to improve their writing skills?

- (4) The possibility to develop a **deep framework of EFL/ESL writing approach** to empower undergraduate students' ownership and responsibility for English language writer.

Even though this will be a regional project with a small size of 24 participants, but it is the one that opens up important possibilities. It underlines the notion of being a writer and extends to the importance of encouraging students' development of authorship in English language learning. It also highlights the significance of developing new types of multimodal instruction approaches in EFL/ESL writing in order to respond to a more complex communication environment as we live now.

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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.

## METHODOLOGY

This project will be a mix-method based research, integrating both quantitative and qualitative data collection. The tentative methodology will be adopted based upon the essence of the proposed research questions as mentioned above. To collect the students' beliefs about themselves as writers and about their experiences of learning in writing (Research Question 1), a survey "*Inventory of Processes in College Composition*" which was developed by Lavelle (1993) will be used to measure how the participants feel about writing and how they complete writing tasks in this course.

To get further understanding about the participants' learning progress and feedbacks for this writing course, a longitudinal observation of the students learning motivations, attitudes, and performance will be conducted. As the students will be immersed within a multimodal literacy learning setting, such as different genres of readings, visual image stimulations, digital media input and so on, their responses in writing will be further evaluated and validated (Research Question 3). In addition, information collected through the seven focus interviews at the end of each semester will also be supplemented (as the 24 students will be assigned into 7 groups for in-class discussion, collaboration work, or final project) to understand the discursive complexion of the students' writing learning experiences. The interview questions particularly will be focused on students' reflection and feedback on their writing performance using the five-stage of writing process as been scaffolded and reinforced by the instructor (Research Question 2).

3. 預期完成之工作項目及成果。

## Anticipated work items and results

This project aims to develop a deep framework of EFL/ESL writing approach--*To Compose, To Connect, To Create, and To Communicate*--to empower undergraduate students' ownership and responsibility as an English language writer.

### 4. 預定進度甘特圖(Gantt Chart)：

Gantt Chart for estimated progress

<i>Research Title:</i> <b><i>To Compose, To Connect, To Create, and To Communicate: A Deep Writing Approach Framework (2017.1-2017.12)</i></b>													
	一月	二月	三月	四月	五月	六月	七月	八月	九月	十月	十一月	十二月	備註
1. Communication & Coordination between teamed projects													
2. Research assistant Recruitment													
3. Proposal clarified and finalized													
4. Literature Review													
5. Class observation													
6. Survey													
7. Focus group interviews													
8. Data analysis													
9. Project finalize													
10. Conference paper preparation													

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： 133(元) * 130 (小時)=17,290 元 補充保費： 17,290(元)*0.0191%=330 元 勞退金： 360(元)*4 (個月)=1,440 元 勞保費： 788(元)* 4 (個月)=3152 元	22,212 元
資料蒐集與分析費 Information collection and analysis	資料檢索與分析： 1,500(元) * 4 (批) = 6,000 元 圖書： 20,000(元)*1(批)=20,000 元 (書單另附)	26,000 元
耗材物品費 Consumables	1. 資訊文件耗材(隨身碟、外接應碟、碳粉夾等)： 6,000(元) * 1 (批) = 6,000 元 2. 訪談錄音設備(錄音筆等)： 6,000(元) * 1 (批) = 6,000 元 3. 文具用品(原子筆、檔案夾、紙等)： 2,000(元) * 1 (批) = 2,000 元	14,000 元
潤稿費	潤稿費： 1,050(元)*10(千字)=10,500 元	10,500 元
雜費(含勞保、勞退、二代健保補充保費)	影印費(資料複印)： 3,000(元) * 1 (批) = 3,000 元	3,000 元
<b>總計</b> <b>Total</b>		75,712 元

**Examining attitudes towards online learning:  
How students respond to different learning culture**

1. 背景、目的、重要性、參考文獻。

Background, objective, significance, and literature review

**A. Background**

This study aims to examine student's attitude and perceptions of online learning culture. The availability and use of online learning courses in the curriculum is a trend in many western countries, but it is only in recent years that institutions in Taiwan have begun to implement online learning courses as part of their program. Although Taiwan has always been among the forerunner of technology, one factor that prevents the wide spread use of online courses is in the traditional teaching and learning culture of Taiwan, which is based on Confucius values. Chuang (2007) identified four main principles of Confucian philosophy, they are: (1) Forming a hierarchical society for stability and order; (2) Focusing on self-cultivation; (3) Creating and maintaining a harmonious environment and relation with others; and (4) Living a moral life and performing virtuous behavior. As a result, in the Confucian-heritage learning culture, students are viewed as passive learners, reliant on rote memorization, assessment-driven, obedient to authority, and fearful of showing different opinions to the instructor (Ballard and Clanchy, 1991; Carson, 1992; Carson and Nelson, 1994; Dunbar, 1998; Flowerdew, 1998; Samuelowicz, 1987). This type of learning culture is very different than that of required for online learning. Hamdan (2014) identified one of the core elements in the culture of online learning is the shift from unilateral communications from the professor to the students to a multilateral approach where students not only interacts with the professor but also with other classmates in the setting. To be successful in online learning culture, one must also be more motivated and active in their learning (Varela and Westman, 2014). Therefore, how well Taiwanese students can adapt to the new online learning culture is yet to be fully understood.

***Confucian-heritage learning culture***

The Confucian heritage and philosophy is the main influence for students from East and South East Asian countries. In these classrooms, academic success is often equated with effort and repeated practice with the main aim of achieving high marks, gain university entry, and then entry to a well paying position following graduation (Hau and Salili, 1991; Watkins and Biggs, 1996). This examination-oriented style of education system has continued up to the present day and has dominated schools and universities in highly competitive societies such as Taiwan, China, Hong Kong, and Singapore (Chan, 1996). The classroom environment in the Confucian heritage culture can be described as teacher centered, competitive and encouraging rote learning, which is a common theme in the literature on Confucian heritage education (Chan and Watkins, 1994; Holbrook, 1990). Teachers are expected to know everything in their field of expertise and be the ones to provide guidance for acquisition of knowledge. It is also a cultural expectation not for the student to ask for help but for the teacher to know when the student has problems (Tagg, 2015)

In general, the Confucian philosophy emphasizes on hierarchical and societal harmony. One key feature is the concept of filial piety which requires people to have respect for age and rank, such as parents, teachers, and seniors (Bond, 1992). Learners are "instructed to be obedient to their elders, irrespective of whether the demands or requests at times seem unreasonable" (Gow et al., 1996, p. 114). This explains why students are seen as passive participants in the classroom and they tend not to question the knowledge of their teachers. Students respect their teachers just as their parents in authority (Siu, 1992). Another factor in Confucian-heritage culture that greatly impacts students' learning is the concept of "Having face", which refers to the status that one has in front of others (Bond, 1996). Therefore, it is not surprising that Confucian heritage learners are hesitant to question or criticize their teachers and peers for the fear of "losing face" or causing others' to lose face (Bond, 1996).

***Online learning culture***

The mainstreaming of online courses into university programs has created a different kind of learning culture different from face-to-face course. Online learning encourages students to take greater responsibility

for their own learning. Learners study at their own-pace and have to rely more on reading to achieve better results (Hamdan, 2014). Ohara (2004) identified many characteristics for successful online learning such as level of engagement, the ability to deal with uncertainty, the willingness to try new things and most notably, the display of internal locus of control. Communication in the classroom also changed from a unilateral approach between the professor and students to a multilateral approach where the students are also receiving opportunities to interact with each other in a classroom setting (Hamdan, 2014).

There are several advantages of online learning environment. Kim, Lei, and Bonk (2005) argued that asynchronous conferencing can foster more interactions and in-depth thinking because it provides participants with a greater amount of time to process other participants' statements and to formulate their responses. Benbunan-Fich and Hiltz (1999) suggest that online interaction helps improve students' communication skills in the sense that they are able to provide more detailed answers. The online environment provides more privacy and extra time to respond than face-to-face class discussion (Yi and Majima, 1993). The online forums can also serve as a platform for promoting greater understanding of the diversity of cultures and opinions. For example, the participants in Hamdan's (2014) study not only learned more about their own values, beliefs and attitudes, but also appreciated the diversity of students in the discussion forum. Online discussions can be a safe place for students from different cultures and backgrounds to share their opinions, which in turn foster greater appreciation for how cultural differences impact learning.

## **B. Objectives**

The goal of this research is to identify student's attitudes and perceptions of online learning culture. There are three objectives in this study. First, we would like to find out if the participants in our study fit the description of the model Asian student as discussed in the literature review. Do the students hold the Confucius values and do they value the learning environment which is passive, reliant on rote memorization, assessment-driven, obedient to authority, and fearful of showing different opinions to the instructor. This will also reveal the participants' knowledge and expectation in a traditional face-to-face course. The second objective focus on what students expect before they start their online course. One of the goals here is to find out what and how much students know about the learning culture of an online course. Do they know what they need to do in order to succeed in an online course? By analyzing the information obtained from the questionnaire, we can also find out whether the participants have a positive or negative view towards online learning. Finally, the third objective examines whether the participants' attitude toward online learning has changed after taking one semester of the course. This information will be obtained from both a post-study questionnaire and interviews from volunteer participants. The overarching research questions are as follows:

1. What are students' attitudes towards online learning?
2. What are students' perceptions towards online learning?
3. Are there any differences in the students attitude and perception towards online learning before and after they took an online class?

## **C. Significance**

Although there are studies on how Chinese learners perform in online courses in Western settings, there is a lack of research on how Chinese learners perform in online courses in Eastern settings. There should be a distinction between the two situations because the educational culture in the west, even for face-to-face settings, requires more active learning and participation than Eastern culture. Those students attending the online learning courses in previous studies may already have been exposed to the active learning style in other face-to-face class. Therefore, they may be familiar with what is to be expected from their professors before they took the online learning course. This study would be different because it focuses on students taking online learning course who may only have exposure to Confucian– heritage learning culture. This study would contribute to the literature review of how well Taiwanese learners can adapt to the online learning culture. In addition, the study would also identify how Taiwanese learners perceive and perform in online learning courses. The results of the study would be useful in helping professors to design and manage their online courses to suit the abilities and expectations of students.

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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.

The method used for data collection in this study will be a mix model of qualitative and quantitative survey about the participant's learning attitude. There will be two questionnaires used in this study. The questionnaires are designed by the researcher. The first questionnaire is administered before the participants start their online course and the second questionnaire is administered after the participants have finished one

semester of an online course. There will be three sections in the first questionnaire. The first section will be about the participant's demographic information such as gender, age, and years of learning English. The second section will be questions on the participant's view of face-to-face courses. The result of this section will give us information on whether or not the participant's view of learning fits the Confucian-heritage learning culture. The third section of the questionnaire will be on the participant's attitude towards online learning. The questions will be phrased in the future tense and the result from this section can reveal participants' attitudes and perception towards online learning before they are exposed to this new learning environment. We can also find out what students know and do not know about the learning culture of an online course. The second questionnaire is administered after the participants have completed one semester of online learning. Questions from section one and two will be the same, but for section three, the questions will be phrased in the past tense to show what participants feel after they have completed the course.

Because Taiwanese students grow up in the learning environment based on Confucius values, it is to be expected that some participants may not be so willing to truly express an opinion. To prevent participants from giving neutral or no opinions in the questionnaires, the questions in the survey will use a six-point likert-scale so each answer they give will either have a positive or negative rating. In addition, the researcher will also use interviews to get additional feedback about their attitudes and perceptions towards the online learning culture and learning in a different learning culture.

### 3. 預期完成之工作項目及成果。

Anticipated work items and results

After the completion of the research study, it is anticipated that the end product will be a manuscript that is publishable in a journal. There are numerous journals that deal with distance or online learning. For example, Journal of Online Learning and Teaching, International Journal of E-learning and Distance Education, and Journal of Teaching English with Technology to just name a few.

### 4. 預定進度甘特圖(Gantt Chart)：

Gantt Chart for estimated progress

子計畫三名稱 Name of Sub-project 3：													
月份 Month	1月	2月	3月	4月	5月	6月	7月	8月	9月	10	11	12	備註 Note
工作項目 Work item	January to December												
Review literature	■	■	■										
Write introduction and literature review		■	■	■									
Design questionnaire					■								
Write methodology					■	■	■	■					
Conduct survey of student's post-learning attitude after one semester of online learning						■							
Conduct survey of student's pre-learning attitude before start of online learning									■				
Write results and findings									■	■	■	■	

5. 子計畫三經費預估表 Estimated budget for Sub-project 3

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：133(元) * 160(小時)=21,280 元 補充保費：21,280(元)*0.0191%=406 元 勞退金： 360(元)*8 (個月)=2,880 元 勞保費： 788(元)* 8 (個月)=6,304 元	30,870 元
資料蒐集 與分析費 Information collection and analysis	資料檢索與分析：2,500(元) * 4 (批) = 10,000 元 圖書：20,000(元)*1(批)=20,000 元 (書單另附)	30,000 元
耗材物品費 Consumables	1. 資訊文件耗材(隨身碟、碳粉夾)：2,000(元) * 1 (批) = 2,000 元 2. 文具用品(原子筆、檔案夾、紙等)：1000(元) * 1 (批) = 1000 元	3,000 元
潤稿費	潤稿費：1,050(元)*10(千字)=10,500 元	10,500 元
雜 費 Miscellaneous	影印費(資料複印)：1,000(元) * 1 (批) = 1,000 元	1,000 元
<b>總計 Total</b>		75,370 元

#### 子計畫四 Sub-project 4 : **The Liaison Interpreter as the Cultural Mediator**

##### 1. 背景、目的、重要性、參考文獻。

Background, objective, significance, and literature review

The role of an interpreter as a cultural mediator in a cross-cultural communication settings has been widely discussed in the literature, particularly in studies on court interpreting (Angelelli, 2004; Lee, 2013; Hale, 2014), healthcare interpreting (Angelelli, 2004; Hsieh, 2006; Angelelli, 2007) and other community settings (Pöllabauer, 2004). As Hale (2014) pointed out, interpreters do not view themselves as “mechanical conduits” who do nothing more than convey the message nor do they think of themselves as “gatekeepers” who can censor what the interlocutors have said. Rather, interpreters’ strategies to facilitate the communication between the interlocutors may vary depending on the circumstances. In some cases, the interpreter may even play a more active role to facilitate the communication (Jentsch, 1998; Roy, 2000).

Literature on interpreter training, particularly liaison interpreter, has often emphasized the importance of interpreters’ cultural competence or cultural awareness. For instance, in their handbook for liaison interpreting, Gentile et al. (1996) list cultural competence as one of the skills that interpreters need, along with language skills and interpreting skills.

However, “culture” is a broad concept that is difficult to define. In translation and interpreting studies, culture is often defined using the definition proposed by American ethnologist Ward H. Goodenough (quoted in Hatim, 2005):

As I see it, a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and do so in any role that they accept for any one of themselves. Culture, being what people have to learn as distinct from their biological heritage, must consist of the end product of learning: knowledge, in a most general, if relative, sense of the term. By this definition, we should note that culture is not a material phenomenon; it does not consist of things, people, behaviour or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models for perceiving, relating, and otherwise interpreting them. (Goodenough, 1964:36, quoted in Hatim, 2005: 45).

Using Goodenough’s definition, cultural competence or cultural awareness of an interpreter would require the interpreter to be aware of what behaviours are considered acceptable by the interlocutors and they also need to be very sensitive to the interlocutors’ potential reactions or confusions when they receive certain information in the process of communication. However, literature on interpreter training has rarely discussed what interpreter trainers have done specifically to raise students’ cultural awareness. At the same time, while there are plenty of articles talking about interpreter training courses and programs, very few researchers have discussed the effectiveness of curriculum that aims to raise cultural awareness in interpreter training institutions. As a trainer in a translator and interpreter training institution, the author of this study feels that this issue deserves more attention from interpreter trainers.

Furthermore, most of the discussions on liaison interpreting have focused on court interpreting, healthcare interpreting and refugee interpreting and the discussions have centred around interpreters’ code of ethics or the difficult situations they can find themselves in. In comparison, escort interpreter has been under-researched, but in Taiwan, a large number of students and graduates of language department and/or translation and interpreting departments have worked as escort interpreters. This study thus finds it necessary to explore more about how escort interpreters deal with potential cross-cultural misunderstandings and how they attempt to facilitate cross-cultural communication.

In sum, this study has three objectives: (1) to explore interpreter trainers’ efforts to raise students’ cultural awareness; (2) to understand what factors have caused difficulties or cross-cultural miscommunication in communication settings mediated by escort interpreters; (3) to understand student escort interpreters’

perception of their own cultural awareness.

Based on the objective of this study, there are three research questions:

1. What efforts and attempts have interpreter trainers made to raise students' cultural awareness?
2. How effective are these attempts in helping students understand the subtle differences in different cultures?
3. How do students/graduates perceive their own cultural awareness as they work as escort interpreters?

## References

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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 Method and Procedures

This project will adopt a qualitative methodology. Primarily the data will be collected through interviews with the trainers and students. The trainers will include a total of five teachers from the Translation and Interpreting as well as teachers from language departments of Wenzao Ursuline University of Languages. Around 15 students/graduates will include present students and graduates from these departments who have studied under the instruction of the teachers.

Through the in-depth interviews, the researcher intends to understand the participants' background information, their views on cultural awareness, their experiences in dealing with cross-cultural misunderstandings and their perceptions of their own cultural competence in the process of liaison interpreting. For the teachers, the interviews will focus on their different attempts to raise students' cultural awareness, including but not limited to quizzes, reading or lectures. For the students/graduates, the interviews will explore their views of what they have learnt in the university that help to them, e.g., as escort interpreters, become better equipped to cope with potential cross-cultural misunderstanding and facilitate communication in the process of liaison interpreting.

All the interviews will be recorded and transcribed. The transcribed data will be analyzed closely to see if the views of the teachers have influenced students' views about different cultures and if the teachers' attempts to raise cultural awareness are considered effective by the students/graduates as they put what they have learnt in class into practice as escort interpreters.

## Expected Challenges and Solutions

The main difficulty will be how to invite interested teachers and students who are willing to receive the interviews. The researcher intends to start off by contacting faculty members of Wenzao Ursuline University of Languages and obtain their consent to be interviewed. The researcher will also contact her previous students and ask students to introduce other escort interpreters, a kind of “snow-ball sampling” fashion. Besides, the recorded interviews and transcripts will be analyzed in order to identify emerging themes. As a novice researcher, the researcher will seek advice from experts to enhance her “reflexivity” during the course of carrying this project.

## Contribution

This empirical study is expected to shed new insights on how interpreter trainers in translator and interpreter training institutions can do to integrate cultural issues in their courses or curriculum to further enhance students’ cultural awareness. At the same time, the input from the students and graduates can be used as reference for trainers to adjust their course content.

3. 預期完成之工作項目及成果。

## Anticipate Work Items and Results

The sub-project will start off by reviewing relevant literature to identify concepts related to cross-cultural communication and cultural awareness. Suitable theoretical models of intercultural communication will also be identified through literature review. Once the concepts are clarified and the theoretical model is identified, the researcher will refine the interview questions for data collected. The data collected will be analyzed with grounded theory (Charmaz 2006, Birks and Mills 2011) methods. The findings will be rewritten and submitted as a conference paper or a journal paper to be published.

4. 預定進度甘特圖(Gantt Chart)：

Gantt Chart for estimated progress

子計畫四 名稱 Name of Sub-project 4 : The Liaison Interpreter as the Cultural Mediator													
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
工作項目 Work item	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 literature													
Prepare the interview questions													
Contacting interviewees and scheduling interviews													

子計畫四 名稱 Name of Sub-project 4 : The Liaison Interpreter as the Cultural Mediator														
工作項目 Work item	月份 Month												備註 Note	
	1月	2月	3月	4月	5月	6月	7月	8月	9月	10月	11月	12月		
	January to December													
Transcribing interview recordings														
Compare and analyze the transcripts														
Complete the research project and write the final report														

## 5. 子計畫四經費預估表 Estimated budget for Sub-project 3

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: 133 (元) * 200 (小時): 26,600 元 補充保費: 26,600(元) * 0.0191%=508 元 勞退金: 360(元)*6(個月)=2,160 元 勞保費: 788(元)*6(個月)=4,728 元	33,996 元
資料蒐集與分析費	資料檢索與分析: 2,500(元)*4(批)=10,000 元 圖書: 5,000(元)*1 (批)=5,000 元(書單另附)	15,000 元
耗材物品費 Consumables	1.資訊耗材(隨身碟、碳粉夾): 1,000(元) * 1 (批) = 1,000 元 2.文具用品(檔案夾、紙等): 1,000(元) * 1 (批) = 1,000 元	2,000 元
潤稿費	潤稿費: 1,050 (元)*20(千字)=21,000 元	10,500 元
專家諮詢費	專家諮詢費 2000 (元)*2(位)=4,000 元 補充保費:4,000(元)*0.0191%=76 元	4,076 元
交通費 (限國內)	國內高鐵來回票 2,980 元	2,980 元
雜費(含勞保、勞退、二代健保補充保費)	影印費(資料複印): 1000(元)*1(批)=1,000 元	1,000 元
<b>總計</b> <b>Total</b>		69,552 元

六、整合計畫整體經費預估表 Total estimated budget of the integrated project

經費項目 Item	總計畫 Principle Project	子計畫一 Sub 1	子計畫二 Sub 2	子計畫三 Sub 3	子計畫四 Sub 4	總計 Total
臨時人力工作費或工讀費 Salary for temporary staff or part-time student	0 元	33,996 元	22,212 元	30,870 元	33,996 元	121,074 元
資料蒐集與分析費 Information collection and analysis	0 元	30,000 元	26,000 元	30,000 元	15,000 元	101,000 元
耗材物品費 Consumables	0 元	9,000 元	14,000 元	3,000 元	2,000 元	28,000 元
潤稿費	0 元	10,500 元	10,500 元	10,500 元	10,500 元	42,000 元
專家諮詢費	0 元	0 元	0 元	0 元	4,076 元	4,076 元
交通費 (限國內) Transportation (domestic only)	2,980 元	0 元	0 元	0 元	2,980 元	5,960 元
雜費 Miscellaneous	2,000 元	3,000 元	3,000 元	1,000 元	1,000 元	10,000 元
總計 Total	4,980 元	86,496 元	75,712 元	75,370 元	69,552 元	312,110 元

七、著作目錄：請提供各子計畫主持人專長與近五年內代表性著作

Publication list: Please provide information regarding the research specialty of each sub-project's principal investigator and his/her major publications within the last five years.

**總計畫主持人 Principle Project**

1. 主持人專長（請自行填寫與研究方向有關之學門及次領域名稱 1-3 項目）：

Investigator's specialty (Please provide 1 to 3 past projects in the discipline and sub-discipline related to the research project):

Research Areas: Computer-mediated EFL writing instruction/ Language Learning Issues/ Vygotskian Socio-cultural Theory

2. 近五年內代表性著作，至多 10 篇 Major publication within the last five years (Maximum 10 papers)

**A. Journal Papers (Since 2013)**

- (1) **Lin, W. C.**, & Yang, S. C. (2015 December). Exploring effects of online culturally responsive pedagogy: Collaborative learning between college tutors and indigenous high school students. *Journal of Research in Education Sciences*. 60(4), 223-253. (TSSCI Journal- A 級)
- (2) Tsai, H. C., **Lin, W. C.**, & Yang, S. C. (2015 September). Exploring the effects of peer review and teachers' corrective feedback on EFL students' online writing performance, *Journal of Educational Computing Research*. 53(2), 284-309. (SSCI Journal)
- (3) **Lin, W. C.** (2015 March). The early birds catch the worms? Rethinking the primary-junior high school transition in EFL learning. *The Asian Journal of Applied Linguistics*. 2(1), 17-27.
- (4) **Lin, W. C.**, & Wu, L. J. (2014 January). The life story of a Taiwanese female intermarriage migrant and its implications (in Chinese). *Curriculum & Instruction Quarterly & Education*. 17(1), 233-255. (TSSCI Journal)
- (5) **Lin, W. C.**, & Yang, S. C. (2013 May). Exploring the roles of Google.doc and peer e-tutors in English writing. *English Teaching: Practice and Critique*, 12(1), 79-90. (SSCI Journal)
- (6) Wu, E. J., **Lin, W. C.**, & Yang, S. C. (2013 April). An experimental study of cyber face-to face vs. cyber text-based English tutorial programs for low-achieving university students. *Computers & Education*. 63, 52-61. (SSCI Journal)

**B. Book Chapters/ Edited Books**

- (1) **Lin, W. C.** (2016). Challenging the pedagogical discontinuity in EFL between elementary and junior high schools in Taiwan. In W. C. Lin & M. Byram (Eds.) *New Approaches to English Language and Education in Taiwan: Cultural and Intercultural Perspectives*. Tunghua Publishers, Taiwan.
- (2) **Lin, W. C.**, & Byram, M. (2016). Introduction. In W. C. Lin & M. Byram (Eds.) *New Approaches to English Language and Education in Taiwan: Cultural and Intercultural Perspectives* (pp. 65-92). Tunghua Publishers, Taiwan.
- (3) **Lin, W. C.**, & Byram, M. (Eds.) (2016). *New Approaches to English Language and Education in Taiwan: Cultural and Intercultural Perspectives*. Tunghua Publishers, Taiwan.

**子計畫一 Sub-project 1**

2. 主持人專長（請自行填寫與研究方向有關之學門及次領域名稱 1-3 項目）：

Investigator's specialty (Please provide 1 to 3 past projects in the discipline and sub-discipline related to the research project):

領域:人文及社會科學類 學術專長: Intercultural learning, English language education, adult learning

3. 近五年內代表性著作，至多 10 篇

Major publication within the last five years (Maximum 10 papers)

- (1) Weng, I. J. (2016). Towards a Global Citizenship: The Intercultural Competence Development of Taiwanese University Teachers through Short-term Study Abroad. In W.C. Lin & M. Byram (Eds.), *New Approaches to English Language and Education in Taiwan: Cultural and Intercultural Perspectives* (pp. 375-402). Taipei, Taiwan: Tung Hua Books Co., Ltd.
- (2) Chang, A. W. & Weng, J. I. (2016). Grass always greener on the other side? A comparative study on the Learning Effects between students participating in summer English Camps at home university and those of overseas university. In M. C. U. Department of Applied English (Ed.), *Proceedings of 2016 International Conference and Workshop on TEFL & Applied Linguistics* (pp. 5-29). Taipei, Taiwan: Crane Publishing Co., Ltd.
- (3) Weng, I. J. (2016). Theorizing and Assessing an Integrated Model of Intercultural Competence of International Hotel Staff in Taiwan. Paper presenting in *2016 11<sup>th</sup> U6 Forum*. Kaohsiung, Taiwan.
- (4) Weng, J. I. (2013). *Beyond Language Learning: Learning Experiences encountered in a College Teachers' Summer Study Tour to the United States* 超越語言學習: 大學教師參與美國暑期遊學團之學習經驗. National Kaohsiung Normal University, Graduate Institute of Adult Education, Doctoral dissertation, Taiwan, unpublished.
- (5) Weng, I. J. (2013, July). Important Factors Contributing to Language Learning during Short-term Study Abroad: A Socio-cultural Perspective. *Proceedings of the Inaugural European Conference on Language Learning*, 2103. Brighton, UK. 本人為第一作者、通訊作者。
- (6) Yu, Ping, & Weng, I-Jane, (2010). The Expected Travel Benefits, the Perceived Importance and Interests of Wellness Tourism Among the Older Adults in Taiwan Kaohsiung, in Puczko, L. (ed.), 2010 Health, Wellness and Tourism: Health Tourist, Healthy Business? *Proceedings of Travel and Tourism Research Association Europe 2010 Annual Conference, Dalarna, Sweden: Travel and Tourism Research Association*, pp. 398-409, ISBN: 978-91-4666-8.
- (7) 余嬪、翁一珍 (2010)。潛在語言旅遊銀髮族之特質與主題偏好之研究。99/9/19 中華民國戶遊憩學會 2010 第 12 屆休 閒、休憩、觀光學術研討會暨國際論壇論文集。

## 子計畫二 Sub-project 2

1. 主持人專長 (請自行填寫與研究方向有關之學門及次領域名稱 1-3 項目):

Investigator's specialty (Please provide 1 to 3 past projects in the discipline and sub-discipline related to the research project):

翻轉英語教學 flipped education

多元文化教育 Multicultural education

識字教育 literacy education

課程設計與教學 curriculum & instruction

失能研究 disability studies

2. 近五年內代表性著作，至多 10 篇

Major publication within the last five years (Maximum 10 papers)

### 專書篇章

- (1) Y. H. Liao & F. Tochon (2016, May). Inclusion of hard of hearing students in the foreign language classroom: Insider Stories. In *Inclusion Through Shared Education* (pp.83-108)本人為第一作者、通訊作者。

### 期刊論文

- (2) Y. H. Liao & F. Tochon (2015, Dec). Inclusion des étudiants malentendants dans les classes de langue étrangère: récits d'expériences. *Recherches et Education*. 本人為共同第一作者
- (3) I. J. Lo, C. D. Feng, Y. Y. Lee, Y. H. Liao, I. C. Liu & S. Y. Ho. (2013, Dec). 英閱食堂. 高雄餐旅大學--教育部 102 年度發展典範科技大學計畫
- (4) Y. H. LIAO & C. C. Lai (2013, Oct). Becoming Literate in Taiwan: kindergarten experiences as the first part of a long literacy journey. *Global studies of Childhood*. 本人為第一作者、通訊作者。

### 研討會論文

- (5) Yi-hung Liao (2016, Oct). Investigating the major identity and English language learning experiences of English undergraduates across boarders. ACE 2016 The Asian Conference on Education, Kobe, Japan. 本人為第一作者、通訊作者。

- (6) Yi-hung Liao (2015, Oct). Count me in: Transcending the zone of hearing disability in foreign language classrooms. ACE 2015 The Asian Conference on Education, Kobe, Japan. 本人為第一作者、通訊作者。
- (7) Yi-hung Liao (2015, June). Inclusion of hard-of-hearing students in the foreign language classroom. CAES International Conference. The University of Hong Kong, Pokfulam, Hong Kong. 本人為第一作者、通訊作者。
- (8) Yi-hung Liao & Francois V. Tochon (2015, Sep). Inclusion by shared education: Inclusion of Hard of Hearing Students in the Foreign Language Classroom: Insider Stories. ECER 2015 Budapest: The European Conference on Educational Research (Education and Transition: Contributions from Educational Research), Budapest, Hungary. 本人為第一作者、通訊作者

### 子計畫三 Sub-project 3

1. 主持人專長 (請自行填寫與研究方向有關之學門及次領域名稱 1-3 項目):  
Investigator's specialty (Please provide 1 to 3 past projects in the discipline and sub-discipline related to the research project):  
Area of specialty and research interest: TESOL, student motivation
2. 近五年內代表性著作，至多 10 篇  
Major publication within the last five years (Maximum 10 papers)
  - (1) Chou, T. M. (2014). Incorporating a Practicum in TESOL Methodology Courses to Promote Service Learning. *Study in English Language Teaching*, 2(2), 207-215.
  - (2) Chou, T. M. & Kuo, Y. H. (2012). Examining factors relating to classroom performance and attendance. *Journal of Studies in Education*, 2(2), 193-204.
  - (3) Chou, T. M. (2012). A pilot study o the potential use of the Tomatis Method to improve L2 reading fluency. *Teaching in English with Technology*, 12(1), 20-37.
  - (4) Chou, T. M. (2011). Examining reading levels in ELT course books and the benefits of extensive reading. *ASEAN Journal of Teaching and Learning in Higher Education*, 3(2), 1-11.
  - (5) Chou, T. M. (2011). The effects of vocabulary knowledge and background knowledge on reading comprehension of Taiwanese EFL students. *Electronic Journal of Foreign Language Teaching*, 8(1), 108-115.

### 子計畫四 Sub-project 4

1. 主持人專長(請自行填寫與研究方向有關之學門及次領域名稱 1-3 項目): Investigator's specialty (Please provide 1 to 3 past projects in the discipline and sub-discipline related to the research project):  
**Translation/ Interpreting/ Intercultural studies**
2. 近五年內代表性著作，至多 10 篇 Major publication within the last five years (Maximum 10 papers)
  - (1) Jo-lan Lee (2009). "Computer assisted interpreter training: A Pilot Study", paper presented at 3rd Conference of the International Association for Translation and Intercultural Studies, Melbourne, Australia
  - (2) Zi-ying Lee (2013). "Trainee Interpreters' Self-assessment: The Role of Feedback Sheet", The 10th China National Conference and International Forum on Interpreting, Xiamen, China

八、注意事項 Notes：

1. 請將本申請書裝訂成冊(不含本頁)。  
Please bind the application into a volume (excluding this page)
2. 提會及核定程序：  
Application and approval procedures:
  - (1) 提會：申請人→系(所)中心主任→院長→研發處(送外審)→會計室→副校長→研發處(學審會審議)。  
Application procedure: Applicant→Chairperson of the Department (Institute or Center)→Dean of College→Office of Research and Development (for external review)→Accounting Office→Vice President→Office of Research and Development(review by Academic Review Committee)
  - (2) 核定：學審會決議→校長核定→研發處(正本存參)→申請人(影本存參)。  
Approval procedures: Decision of Academic Review Committee→Approved by President→Office of Research and Development (original copy kept for reference)→Applicant (photocopy kept for reference)
3. 研究經費依學校行政作業程序支給。  
Research expenses are paid according to University's administrative procedures.
4. 受獎助之研究計畫須於當年結案後一個月內繳交以學術論文方式呈現之書面研究成果3份及其電子檔，並於一年內對外發表。未繳交、逾期未繳交或未發表、逾時未發表者，隔年(次)均不得再提出補助申請，已獲補助者，將取消其補助金額。  
Once granted, the research project is required to submit the research outcome within one month after the project has been completed and the research outcome should be presented as an academic paper within one year after the project has been completed. Three copies and one electric file of the research outcome should be submitted. Failure of submission, postponement of submission, failure to present or publish the paper and postponement of the publication will result in automatic rejection of the application of the following year and cancellation of the approved subsidy.
5. 研究案之成果報告請裝訂成冊(膠裝)，格式說明如下：  
Please bind the research outcome into a volume, following the format below:
  - (1) 封頁須註明：「文藻外語大學專題研究成果報告(整合型)」、計畫名稱、研究案編號(請參考申請書右上角)、執行時間、計畫總主持人與各子計畫執行單位、姓名和職稱」  
On the cover page, please specify the following information:
    - Wenzao Ursuline University of Languages
    - Report of or Research Project (Integrated)
    - Title of the project
    - Project number (please refer to the application form)
    - Duration
    - Name, position and unit of the principal investigator of the project
    - Names, positions and units of the principal investigators of the subprojects
  - (2) 內文請包含 The content should include：
    - ①摘要 Abstract
    - ②目錄(表目錄、圖目錄、光碟目錄) Table of contents (list of tables, list of figures and list of CD-ROM)
    - ③報告內容 Content of the report
    - ④參考文獻 References
  - (3) 請將研究報告電子檔燒錄於CD，並黏貼於報告封底上。  
Please record and save your report on a CD-ROM and stick the CD onto the bottom page of your written report.

子計畫一：英文系/翁一珍

預計購買書單明細

序號	書名	作者	出版社	原價	台幣
1	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition	<u>John W. Creswell</u>	Amazon.com	US\$50.54	1,617
2	How to do Discourse Analysis: A Toolkit	James Paul Gee	Amazon.com	US\$27.24	871
3	From Inquiry to Academic Writing: A Text and Reader 3rd Edition	<u>Stuart Greene</u> (Author), <u>April Lidinsky</u> (Author)	Amazon.com	US\$61.43	1,965
4	The Write Stuff: Thinking Through Essays (3rd Edition) 3rd Edition	<u>Marcie Sims</u> (Author)	Amazon.com	US\$84.25	2,696
5	Semiotic Landscapes: Language, Image, Space (Advances in Sociolinguistics)	<u>Adam Jaworski</u> (Editor), <u>Crisp in Thurlow</u> (Editor)	Amazon.com	US\$32.30	1,033
6	Language and Culture: Global Flows and Local Complexity (Languages for Intercultural Communication and Education)	<u>Karen Risager</u> (Author)	Amazon.com	US\$42.41	1,357
7	The Handbook of English for Specific Purposes (Blackwell Handbooks in Linguistics) 1st Edition	<u>Brian Paltridge</u> (Editor), <u>Sue Starfield</u> (Editor)	Amazon.com	US\$37.33	1,194
8	Developments in English for Specific Purposes: A Multi-Disciplinary Approach (Cambridge Language Teaching Library)	<u>Tony Dudley-Evans</u> (Author), <u>Maggi e Jo St John</u> (Author)	Amazon.com	US\$30.46	974
9	An Introduction to Sociolinguistics, 4th Edition (Learning About Language) 4th Edition	Janet Holmes	Amazon.com	US\$30.23	967
10	Exploring Culture: Exercises, Stories and Synthetic Cultures	Gert Jan Hofstede	Amazon.com	US\$22.77	728
11	<u>The Routledge Handbook of Language and Intercultural Communication (Routledge Handbooks in Applied Linguistics)</u> by	Jane Jackson	Amazon.com	US\$43.21	1,382
12	Discourse, Communication and Tourism (Tourism and Cultural Change) by	Adam Jaworski	Amazon.com	US\$51.31	1,641
13	<u>Intercultural Communication in Contexts, 6th Edition</u>	Judith Martin	Amazon.com	US\$92.14	2,948
14	Cultures and Organizations: Software of the Mind, Third Edition	Geert Hofstede	Amazon.com	US\$19.44	622

序號	書名	作者	出版社	原價	台幣
15	Discourses in Place: Language in the Material World	Ron Scollon	Amazon.com	US\$ 39.60	1,267
總計					21,269

子計畫二：英文系/廖宜虹

**To Compose, To Connect, To Create, and To Communicate: A Deep Writing Approach Framework**

預計購買書單明細

書名	作者	出版社	原價	台幣
Academic writing: A handbook for international students	Stephen Bailey (2014)	Crane Publishing	860	774
Technical writing for success: A school-to-work approach	Sue Mehlich/ Darlene Smith-Worthington/ Pei-Chun Che (2007)	Crane Publishing	340	306
What makes it difficult to write—theory, research, and implications	Sy-ying Lee	Crane Publishing	250	250
Writing with power: Techniques for mastering the writing process	Peter Elbow	Amazon.com	US\$19.99	650
Technical writing process: The simple, five-step guide that anyone can use to create technical documents	Kieran Morgan Ali McCart	Amazon.com	US\$24.95	820
Teaching writing: Balancing process and product	Gail E. Tompkins	Amazon.com	US\$87.80	2,820
The writing process: A concise Rhetoric, reader, and handbook	John M. Lannon	Amazon.com	US\$135.40	4,400
Best practices in writing instruction	Steven Graham	Amazon.com	US\$43	1,400
The write stuff: Thinking through essays	Marcie Sims	Amazon.com	US\$140	4,500
The college writer: A guide to thinking, writing and researching	Randall VanderMey	Amazon.com	US\$160	5,120
Building vocabulary skills	Sherrie L. Nist & Carole Mohr	Books.com	250	250
Improving vocabulary skills	Sherrie L. Nist & Carole Mohr	Books.com	300	300
Advancing vocabulary skills	Sherrie L. Nist & Carole Mohr	Books.com	300	300
Wordsmith: A guide to college writing	Pamela Arlov	Amazon.com	US\$115	3,600
總計				21,960 (未折扣價)

子計畫三：英文系/周則銘

**Examining Attitudes toward Online Learning: How Students Respond to Different Learning Culture**

預計購買書單明細

書名	作者	出版社	原價	台幣
Essentials of Online Course Design	Marjorie Vai and Kristen Sosulski	Amazon.com	US\$34.95	\$1,100
The Successful Virtual Classroom	Darlene Christopher	Amazon.com	US\$39.95	\$1,260
Learning Online: What Research Tells Us About Whether, When and How	Barbara Means and Marianne Bakia	Amazon.com	US\$41.95	\$1,325
Design for How People Learn	Julie Dirksen	Amazon.com	US\$41.99	\$1,325
Motivating and Retaining Online Students	Rosemary M. Lehman and Simone Conceicao	Amazon.com	US\$34.00	\$1,100
Best Practices for Flipping the College Classroom	Julee B. Waldrop and Melody A. Bowdon	Amazon.com	US\$36.95	\$1,170
APA: The Easy Way	Peggy M. Houghton and Timothy J. Houghton	Amazon.com	US\$10.30	\$325
Learning Theory and Online Technologies	Linda Harasim	Amazon.com	US\$47.95	\$1,515
Comparative Education Research: Approaches and Methods.	Bray, Mark, Adamson, Bob, Mason, Mark	Springer	US\$139.00	\$4,380
Comparative Education: The Construction of a Field.	Manzon, Maria	Springer	US\$199.00	\$6,270
Culture and pedagogy: international comparisons in primary education.	Alexander, R. J.	Oxford Blackwell	US\$85.95	\$2,710
(2017). Interculturality in Chinese Language Education.	Jin, T. & Dervin, F. (Eds.)	Basingstoke: Palgrave Macmillan.	TBD	\$1,900(est)
總計				\$24,380 (未折扣價)

子計畫四：翻譯系/李姿瑩

預計購買書單明細

書名	作者	出版社	原價	台幣
The Global Translator's Handbook	Sofer, Morry (2012)	Natl Book Network	1,048	1,048
White House Interpreter: The Art of Interpretation	Obst, Harry (2010)	Textstream	880	880
Bilingual Health Communication: Working With Interpreters in Cross-cultural Care	Hsieh, Elaine (2016)	Routledge	2,248	2,248
Modelling the Field of Community Interpreting: Questions of methodology in research and training	Kainz, Claudia (EDT)/ Prunc, Erich (EDT)/ Schogler, Rafael (EDT)(2011)	Intl Specialized Book Services via Amazon.com	US\$47.93	1,613
總計				5,789 (未折扣價)