

Flipped Literature and Cross-Cultural Forum & the Eighth International Conference on Foreign Languages and Literature Teaching at Feng Chia University

翻轉・跨文化論壇暨第八屆逢甲大學外語
文教學國際學術研討會



Conference Programme

主辦單位：逢甲大學外國語文學系

會議日期：中華民國 111 年 6 月 25 日

Staff

籌備人員

總召集人：李麗秋

秘書長：劉顯親

副秘書長：鄭如玉

議事組：邱源貴、羅珮瑄、蔡明秀

公關組：周玉楨、鄭如玉、林育稜

場地組：闕帝丰

總務組：梁雅筑、陳玉笙

會計及出納組：梁雅筑、陳玉笙

Program Memorandum

議事備忘錄

歡迎參加「翻轉•跨文化論壇暨第八屆逢甲大學外語文教學國際學術研討會」。為使本研討會順利進行，敬請注意下列事項：

Welcome to the “Flipped Literature and Cross-Cultural Forum & the Eighth International Conference on Foreign Languages and Literature Teaching at Feng Chia University.” To facilitate the Symposium, please follow the ground rules below:

一、論文宣讀時間每篇十五分鐘，十二分鐘按鈴一次，十五分鐘按鈴兩次。

Presentations are limited to fifteen minutes each. Three minutes before the time limit, presenters will be reminded by one short ring and another two long rings when the time is up.

二、自由討論時間每位發言限三分鐘，屆時按鈴一次。

During the Q & A session, each question from the floor or response to the question is limited to three minutes, which will be reminded by a short ring.

三、發言時請先開啟麥克風，並告知姓名、服務單位，以便錄音；發言完畢後，請關閉麥克風。

When asking questions or responding to comments or questions, please first turn on the microphone and identify yourself and your affiliation to facilitate voice recording.

四、進入會場時，請事先關掉所攜帶的行動電話，以尊重與會者發言與聆聽的權利。

For courtesy's sake, please turn off your cell phone during the sessions.

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翻轉 • 跨文化論壇
暨第八屆逢甲大學外語文教學國際學術研討會
Flipped Literature and Cross-Cultural Forum & the Eighth International
Conference on Foreign Languages and Literature Teaching at Feng Chia
University

會議議程表
Conference Program
June 25, 2022

第一會議地點：Google Meet (online): <https://meet.google.com/kww-tjvj-hft>
Venue: Google Meet (online): <https://meet.google.com/kww-tjvj-hft>

時程 Time	活動內容 Activities		
9:00~9:30	報到 Registration		
9:30~9:40	開幕式 Welcome and Opening Ceremony 開幕致詞 Opening Remarks : Chuang-Chien Chiu (邱創乾) (逢甲大學副校長/Vice President, Feng Chia Univ.) 主持人 Moderator : Lichiu Lee (李麗秋) (逢甲大學外文系系主任/Prof. & Chair, Dept. of Foreign Lang & Lit, Feng Chia Univ.)		
9:40~11:20	專題演講 I Keynote Speech I		
	Reaffirming or Resisting : Sinophone and Malay Modern Literature Response to State's Dominant Discourse Speaker : Prof. Khor Boon Eng Associate Professor, Chinese Studies Department, Institute of Chinese Studies, Universiti Tunku Abdul Raman, Malaysia	Moderator: Yuan- guey Chiou (邱源貴)	
11:20~11:25	Anti-Japan or Becoming-Japanese: Li Yongping's Writing about Japan in Postcolonial Taiwan Speaker : Prof. Min-xu Zhan Distinguished Assistant Professor, Graduate Institute of Taiwan Literature and Transnational Cultural Studies, National Chung Hsing University, Taiwan		Professor, Dept. of Foreign Lang & Lit, Feng Chia Univ.
	茶敘 Tea/Coffee Break		
11:25~12:10 (每人 15 分鐘)	第一場研討會 Session I: Literature Teaching		
	Moments of Being and Non-Being in Virginia Woolf's Mrs. Dalloway Presenter : Lichiu Lee (李麗秋) (逢甲大學外文系/Feng Chia Univ.)		Moderator: Fiona Feng-Hsin Liu (劉鳳芯)

	<p align="center">Empowering Literary Study via Online Learning: Exploring Blended Learning and Teaching Literature in the 21st Century</p> <p align="center">Presenter : Hawk Chang (Department of Literature and Cultural Studies, The Education University of Hong Kong)</p>	Associate Professor & Chair, Dept. of Foreign Lang & Lit, National Chung Hsing Univ.
12:10~13:10	午餐 Lunch	
	專題演講 II Keynote Speech II	
13:10~14:50	<p align="center">On the Rise and Fall of Dr Busner: Will Self, R.D. Laing, Guattari, and Anti-psychiatry</p> <p align="center">Speaker : Joff P. N. Bradley Professor, Department of Foreign Languages, Teikyo University, Tokyo, Japan</p>	Moderator: Kun- Liang Chuang (莊坤良) Distinguished Professor, Dept. of Foreign Lang & Lit, Asia Univ.
	<p align="center">The Failure of Survival: How to Read Parasite as a Fantasy</p> <p align="center">Speaker : Woosung Kang Professor, Department of English and Chair of Comparative Literature Program, Seoul National University, Korea</p>	
	<p align="center">Two Visions of Nothingness: A Comparative Study of Nagarjuna and Meister Eckhart's Thought</p> <p align="center">Speaker : Tony See Lecturer, National Institute of Education (NIE)-Nanyang Technological University (NTU), Singapore</p>	
14:50~15:00	茶敘 Tea/Coffee Break	
	第四場研討會 Session IV: Language Teaching	
15:00~16:00 (每人 15 分鐘)	<p align="center">Using Mobile Assisted Language Learning (MALL) as a Means to Improve Students' Listening Comprehension Through TED Talks</p> <p align="center">Presenter : Beate Luo (羅珮瑄) (逢甲大學外文系/Feng Chia Univ.)</p>	Moderator: Wen- Ching Ho (何文敬) Distinguished Professor, Dept. of Foreign Lang & Lit, Feng Chia Univ.
	<p align="center">The Introduction of Global Englishes and Intercultural Communicative Competence through a Volunteering Project</p> <p align="center">Presenter : Fu-Yen Chiu (邱富彥) (國立勤益科技大學應用英語系/National Chin-Yi Univ. of Technology)</p>	

	<p align="center">Develop Intercultural Understanding and Awareness Through Ethnographic Interviews in Taiwan's College EFL Classes Presenter : Ya-Chen Su (蘇雅珍) (南臺科技大學應用英語系/Southern Taiwan Univ. of Science and Technology)</p>	
16:00~16:10	茶敘 Tea/Coffee Break	
16:10~16:55	第六場研討會 Session VI: Translation and Language Teaching	
	<p align="center">A study of Francesco Paolo Tosti's Songs from the Perspectives of Translation and Interpretations Presenter : Gong-way Lee (李恭蔚) (長榮大學翻譯學系/Chang Jung Christian Univ.)</p>	Moderator: Yu-Su Lan (藍月素) Associate Professor & Chair, Dept. of Translation and Interpretation Studies, Chang Jung Christian Univ.
	<p align="center">TRANSLANGUAGING AS A FUNCTION OF TRANSCULTURALITY Presenter : Theodoor Richard (中興大學/Research Fellow, National Chung Hsing Univ.)</p>	
17:10~17:20	閉幕式 Closing Ceremony 主持人：Lichiu Lee (李麗秋) (逢甲大學外文系系主任/ Prof. & Chair, Dept. of Foreign Lang & Lit, Feng Chia Univ.)	

Notes :

- Each paper presenter will have 15 minutes. A 15- minute session of Question and Response will follow all the presentations. Each participant is limited to ask one question and each question should not last longer than 3 minutes.
- All questions and responses should be related to the papers presented.

第二會議地點：Google Meet (online): <https://meet.google.com/mjs-gcjin-rew>

Venue: Google Meet (online): <https://meet.google.com/mjs-gcjin-rew>

時程 Time	活動內容 Activities	
11:20~11:25	茶敘 Tea/Coffee Break	
11:25~12:10 (每人 15 分鐘)	第二場研討會 Session II: Teaching Writing	
	<p>An Investigation of EFL Primary and Secondary School Students' Achievement Emotions and English Performance in Taiwan Presenter : Mu-Hsuan Chou (周牧璇)/Yuling Yu (余育玲) (文藻外語大學外語文教學發展碩士在職專班研究生 文藻外語大學外語教學系/Wenzao Ursuline Univ. of Languages.)</p>	Moderator: Ju-yu Cheng (鄭如玉) Associate Professor, Dept. of Foreign Lang & Lit, Feng Chia Univ.
	<p>Are We Bilingual Enough?—A Glimpse of Government Websites and University Websites in Taiwan Presenter : H. Pierre Hsieh (謝宏濱) (逢甲大學外文系/Feng Chia Univ.)</p>	
12:10~13:10	午餐 Lunch	
13:10~14:40 (每人 15 分鐘)	第三場研討會 Session III: Language Teaching	
	<p>Gamifying Kindergarten: The Pokéfication of EFL class for young learners Presenter : Alan K. Murray (臺灣師範大學研究生/National Taiwan Normal Univ.)</p>	Moderator: Lichiu Lee (李麗秋) Professor & Chair, Dept. of Foreign Lang & Lit, Feng Chia Univ.
	<p>An Analysis of Little Women in terms of Feminism and Female Bildungsroman Presenter : Lai Yen Chen (賴妍蓁) (朝陽科技大學應用英語系研究生/Chaoyang Univ. of Technology)</p>	
	<p>Incorporate Natural Approach to an EFL Classroom on Preschoolers' Listening Comprehension on Picture Storybooks Presenter : Hsin-Chieh Chen (陳欣潔) (成功大學博士生/National Cheng Kung Univ.)</p>	
<p>"I" Exist Eternally — Virginia Woolf's "A Room of One's Own " as a case study Presenter : Hanyi Chen (陳翰儀) (輔仁大學跨文化研究所比較文學與跨文化研究博士生/台中市立西苑高級中學教師/Fu Jen Catholic.)</p>		

	<p>Children's Friendships and Their Values in <i>My Sweet Orange Tree and The Boy In The Striped Pyjamas</i> Presenter : Nguyen Thi Nhat Thao (阮氏日草) (逢甲大學英語文研究碩士班研究生/Feng Univ.)</p>	
	<p>The Relationship Between Humans and Nonhumans in Hayao Miyazaki's <i>The Secret World of Arrietty</i> Presenter : Pau Ker Hui (包可慧) (逢甲大學英語文研究碩士班研究生/Feng Chia Univ.)</p>	
14:40~15:00	茶敘 Tea/Coffee Break	
	第五場研討會 Session V: Language Teaching	
	<p>A Study of Mobile-Assisted Phrasal Verb Learning in a College Context Presenter : Ciao Yu Hsu (許喬毓) (逢甲大學英語文研究碩士班研究生/Feng Chia Univ.)</p>	Moderator: Hsien-Chin Liou (劉顯親) Professor, Dept. of Foreign Lang & Lit, Feng Chia Univ.
15:00~16:00 (每人 15 分鐘)	<p>TETE in Taiwan High Scholl Classroom: A True Story and Future Prospect Presenter : Ping-Cheng Chen (陳品誠) (臺灣師範大學英語學系研究生/National Taiwan Normal Univ.)</p>	
	<p>Exploring EFL College Students' Online Small-Group Interactions for Collaborative Writing and Their Emotions Presenter : Pei-En Chiang (江佩恩) (逢甲大學英語文研究碩士班研究生/Feng Chia Univ.)</p>	
16:00~16:10	茶敘 Tea/Coffee Break	
	第七場研討會 Session VII: Language Teaching	
	<p>An Analysis of <i>Little Women</i>: from Havighurst's Developmental Tasks Theory Presenter : Yu Ping, Weng (翁禹平) (朝陽科技大學應用英語系研究生/Chaoyang Univ. of Technology)</p>	Moderator: Yi-Chu Liu (劉怡君) Assistant Professor, Dept. of Foreign Lang & Lit, Feng Chia Univ.
16:10~17:10 (每人 15 分鐘)	<p>An Analysis of Four Marriages in <i>Pride and Prejudice</i>: from the Perspectives of Feminism Presenter : Liu Hsin Yu (劉欣瑀) (朝陽科技大學應用英語系研究生/Chaoyang Univ. of Technology)</p>	

	<p style="text-align: center;">Sir Walter Scott as Historian: Writing History and the Historical Writing Presenter : Peter Kao</p>	
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- All questions and responses should be related to the papers presented.

Introduction to Keynote Speakers

Keynote Speaker

Prof. *Khor Boon Eng*

Khor Boon Eng, Malaysian, obtained a Doctor of Literature (D. Litt.) from the Chinese Language and Literature Department of Nanjing University. He currently teaches in the Chinese Studies Department, Institute of Chinese Studies, Universiti Tunku Abdul Raman, and holds the post of associate professor. Dr. Khor was a visiting scholar at the Fairbank Centre for Chinese Studies at Harvard University (2016) and the Human and Social Research Centre of National Cheng Kung University (2013). In 2008 and 2019, Dr. Khor was appointed as a visiting professor at the Chinese Language and Literature Department of Fudan University and the Faculty of Literature, Jiangsu Normal University, respectively. His main research interest is Malaysian Chinese literature and comparative literature. His monographs include *A Study of Malaysian Chinese Literary Types and Forms* (2014), *The Southern Outcry: The Poetics of Political Resistance in Malaysian Chinese Literature* (first edition in 2004, reprinted in 2009), *A Comparative Study between Malaysian and Singaporean Chinese Literature* (2008) and *The Southern Outlook: Discourse on the Malaysian Chinese Culture and Literature* (2001); He was Editor-in-chief of some academic volumes includes *Fourteen Lectures on Malaysian Chinese Literature* (2019), *Malaysian Chinese Literature: The Third Cultural Space* (2014), *Malaysian Chinese Literary Texts' Analysis and Interpretation* (2012), etc. He also published more than 100 academic papers in Chinese, English, and Malay in international conferences, journals, and book chapters.

Keynote Speaker

Prof. *Min-xu Zhan*(詹閔旭)

Min-xu Zhan is Assistant Professor of Taiwan Literature and Transnational Cultural Studies at National Chung Hsing University in Taiwan. Dr. Min-xu Zhan received his PhD degree from National Chung Hsing University, Taiwan. His academic interests include Taiwan literature, Sinophone Malaysian literature, and Sinophone studies. He is the quest-editor (with Chia-rong Wu) of a special issue of *Sun Yat-sen Journal of Humanities* entitled “Sinophone Literature in the Global South” (2021) and have published articles in *Chung Wai Quarterly*, *Bulletin of Taiwanese Literature*, *Dong Hwa Journal of Chinese Studies*, as well as in several edited volumes. He is currently working on his first monograph, tentatively entitled *The Reception of Southeast Asian Migrant Literature in Taiwan*.

Keynote Speaker

Prof. Joff P. N. Bradley

JOFF P. N. BRADLEY is Professor of English and Philosophy in the Faculty of Foreign Languages at Teikyo University, Tokyo, Japan. Joff is a visiting professor at Jamia Millia Islamia University in New Delhi, India, and a visiting research fellow at Kyung Hee University in Seoul, South Korea. He is currently writing several volumes on schizoanalysis and postmedia.

Keynote Speaker

Prof. *Woosung Kang*

Woosung Kang is Professor of Department of English and Chair of Comparative Literature Program at Seoul National University, Korea. He was a visiting professor at University of Pennsylvania and National Taiwan University. He is a member of the advisory board for The International Deleuze and Guattari Studies in Asia, a board member of Asia Theories Network, and a member of Theory Committee in International Comparative Literature Association (ICLA). His research area includes American literature and culture, politics of aesthetics, critical theories, psychoanalysis, film theory, and Asian cinema. He is the author of *Freud Seminar* (2019), *Painting as the Gaze of Philosophy* (2014), and *The Birth of a Style: Emerson and the Writing of the Moment in the American Renaissance* (2003). He published articles on American literatures, Japanese films, Deconstruction, and Deleuze in journals such as *Interventions*, *Concentric*, *Parallax*, and *Oxford Research Encyclopedia*. He contributed articles in books like *Deleuze, Guattari, and Fascism* (2022), *Concepts: A Travelogue* (2022), *Beyond Apocalypse: Plague, Globalization, and the Anthropocene* (2021), *Thinking with Animation* (2021), and *Poe Translated* (2014). He translated Slavoj Žižek's *Pandemic!* (2020) and *Pandemic!2* (2021), Timothy Snyder's *Our Malady* (2021), and Avital Ronell's *Stupidity* (2015) into Korean, and now working on *The Geographies of East Asian Minor Cinema* and *Political Derrida*.

Keynote Speaker

Dr. Tony See

Dr. Tony See is currently a lecturer in the National Institute of Education (NIE)-Nanyang Technological University (NTU) in Singapore. He has a research interest in Comparative Philosophy and Education. He is the author of *Community without Identity: The Ontology and Politics of Heidegger* (2009), editor of *Deleuze and Buddhism* (2017) with Joff Bradley and author of “*Jacques Maritain and Democracy*” (2022).

Keynote Speeches

Reaffirming or Resisting: Sinophone and Malay Modern Literature Response to State's Dominant Discourse"

*Khor Boon Eng**

Abstract

Sinophone and Malay Modern Literature in Malaysia both have their development trajectory for more than 100 years. They nearly do not encounter with each other along this chronic history. Sinophone Modern Literature emerged in Malaya in 1919, which was impacted by the May-Fourth Modern Literary Movement in China. Malay Modern Literature can be traced back to 1838 with the publication of *Kisah Pelayaran Abdullah* (A Story of Abdullah's Voyage) by Munshi Abdullah.

The Dominant discourse in Malaysia establishes after the May 13 racial riot incident in 1969. This incident has been the turning point in the Malaysian political scene. The Malay dominance has been institutionalized in government policy and gradually constructed the Malay hegemony. In a real sense, the equal right of all races is no longer relevant, and many policies have been given favoritism to Malay ethnic.

How would this given situation affect the characteristics of both Sinophone and Malay literature, representing Chinese and Malay ethnics, respectively? The discussion will focus on how these two literary systems respond to the state's dominant discourse. Sinophone Literature shall generally resist this hegemony, while Malay Literature would reaffirm the Malay's dominant discourse. Nevertheless, if we further explore the political, social, and literary context, it appears to be more complicated than we expected. This paper will employ chronological, comparative, and textual study approaches to discover the literary responses toward the identity political structure in Malaysia.

* Associate Professor, Chinese Studies Department, Institute of Chinese Studies, Universiti Tunku Abdul Raman, Malaysia

Anti-Japan or Becoming-Japanese: Li Yongping's Writing about Japan in Postcolonial Taiwan

*Min-xu Zhan**

Abstract

Since the mid-1990s, Taiwanese society has gradually moved away from a nationalist critique of Japanese colonialism to positive recognition of the contribution of Japanese colonial rule to the transformation of Taiwan into a modernized society. This view is also seen in many of the Taiwanese literary works in the 21st century that deal with the re-memory of the Japanese colonial period and a reconstruction of the intricate entanglement between Taiwan and Japan. Chen Yu-hwei's *Mazu's Bodyguards*, Gan Yao-ming's *Killing Ghosts*, and Lai Hsiang-yin's "The Translator" are all clear cases of that point of view. However, these writers were all born in Taiwan. This chapter explores the re-memory of Japan found in the works of the Taiwan-based Bornean novelist, Li Yongping, and examines the translocal intersection of colonial consciousness between Taiwan and Borneo. Like Taiwan, Borneo experienced Japanese colonial rule, but because of the relatively short, although brutal, duration of that occupation, Borneo writers tends to use negative imagery, such as killings and rapes to describe their time under Japanese colonial rule. Hence, the research questions in this chapter are the following: What is the significance of remembering Taiwan's Japanese colonial period from a Borneo writer's perspective? How is Li's Japanese colonial memory work in dialogue with the Japanese discourse found in Taiwan? What kind of new connections between Taiwan and Borneo are constructed using this shared Japanese colonial experience?

* Distinguished Assistant Professor, Graduate Institute of Taiwan Literature and Transnational Cultural Studies, National Chung Hsing University, Taiwan

On the Rise and Fall of Dr Busner: Will Self, R.D. Laing, Guattari, and Anti-psychiatry

*Joff P. N. Bradley**

Abstract

I write some 50 years after the publication of *Anti-Oedipus*, a book which remains an unadulterated celebration of desire. It is a celebration because it rips down all churches and destroys all cathedrals and abolishes all religions and castes. Its message remains vital and necessary and yes revolutionary. And that's why it's important to ask what has happened to desire in our contemporary moment. I will try to account for the "problem" of desire through an examination of the work of British novelist Will Self and through Dr Busner, a particular character of Self's who appears frequently in his oeuvre, especially the trilogy of *Umbrella*, *Shark* and *Phone*. I will make connections between Dr Busner's Concept House and R.D. Laing's Kingsley Hall before drawing comparisons with the work undertaken by Felix Guattari at the La Borde clinic. The rise and fall of Dr Busner, it will be concluded, is consistent with the rise and fall of the antipsychiatry movement and the veritable collapse of desire.

* Professor, Department of Foreign Languages, Teikyo University, Tokyo, Japan

The Failure of Survival: How to Read *Parasite* as a Fantasy
Woosung Kang (Seoul National University)

*Woosung Kang**

Abstract

This talk attempts to revisit Bong Joon-ho's *Parasite*, an internationally acclaimed film, in terms of its subtle delineation of pervert class politics and to argue that the film effectively dramatizes and criticizes the viral fantasy of neoliberal capitalism. Concentrating, especially, on the irony of class stink which spurs dormant class consciousness of the lower class against the rich, this presentation envisages the way the olfactory smell functions as the Real that never goes away and always violates the class division. Class stink also plays a crucial role of breaking apart the internalized class illusion: it returns as the repressed signifier that nullifies the fantasy dream of social mobility and the concomitant futile expectation of winning at the game of the survival of the fittest. Stink stimulates the lower class to gain, by parasitism, upperhand over the upper class in the merciless game of social Darwinism, while it keeps bringing them back to the hard reality of class exploitation. Stink, like virus, lays bare the Real of class antagonism that is concealed underneath what we call the normal: the absurdity of individual struggle for survival *is* the fantasy of neoliberal capitalism. *Parasite* is thoroughly political in its radical debunking of the political fantasy of class stink.

* Professor, Department of English and Chair of Comparative Literature Program, Seoul National University, Korea

Two Visions of Nothingness: A Comparative Study of Nagarjuna and Meister Eckhart's Thought

*Tony See**

Abstract

This paper is a comparative study of the notion of nothingness in Nagarjuna and Meister Eckhart's philosophies. Nagarjuna is a pivotal figure in Indian Mahayana Buddhism who is known for his doctrine of "emptiness" (*Śūnyatā*) in Mahayana Buddhism, and Meister Eckhart is also an important thinker in the mystical tradition who advocated the idea of "nothingness" as a path to God. Although both thinkers' ideas, that is, "emptiness" and "nothingness," have strong resonances with each other, there is a relative lack of research devoted to a study of their ideas in contemporary scholarship. We engage in this comparative study with the hope that the concepts in both philosophies can be used to illuminate each other, thereby opening new pathways of thinking in doing comparative philosophy and theology.

Keywords: Emptiness, Nothingness, Theology, *Śūnyatā*, Negation, Affirmation

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Session I: Literature Teaching

Moments of Being and Non-Being in Virginia Woolf's *Mrs. Dalloway*

Lichiu Lee (李麗秋)*

Abstract

Even though the relationship between Woolf's *Mrs. Dalloway* and Joyce's *Ulysses* has been interpreted by critics as adversarial almost from the beginning, Virginia Woolf is recognized as one of the great innovators of modern fiction. One particularly interesting concept that does not seem to receive much attention is her use of "moments of being". Though Woolf never explicitly defines what she means by "moments of being" in *A Sketch of the Past* (1985), instead she provides examples of these moments and contrasts them with moments of what she calls "non-being" which is embedded in "a kind of nondescript cotton wool" (70). Woolf asserts that moments of being and flashes of awareness reveal a pattern hidden behind the cotton wool of daily life, and that we, "I mean all human beings -- are connected with this; that the whole world is a work of art; that we are parts of the work of art." Woolf says of all people, "We are the words; we are the music; we are the thing itself" (72). Yet whose work of art is it? Is this individual artist not important in his/her work? Does moment of being refer to epiphany? In *Mrs. Dalloway*, Woolf illustrates the subjective experiences and memories of its major characters, and the stances are prone to be lived through transition with suffering in the solitary soul. Based on psychoanalytical literary theory, this study explores the consciousness and the unconsciousness in the contemplations among the author, readers, and the characters in *Mrs. Dalloway*.

Key Words: Moment of Being, Moment of Non-Being, Psychoanalytical Literary Theory, Work of Art, Epiphany

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Empowering Literary Study via Online Learning: Exploring Blended Learning and Teaching Literature in the 21st Century

*Hawk Chang**

Abstract

As the contemporary world is becoming increasingly diversified, similarity gives way to difference. In the wake of this demand for diversity, teaching and learning in the tertiary level also undergoes significant changes, mostly with the help of technology. The outbreak of COVID 19 pandemic and the aftermath further alert us to the necessity as well as the importance of implementing online lessons and blended learning. In my teaching of an undergraduate course "Literatures in English: Fiction" in a university in Hong Kong, a face-to-face session is replaced by an 3-hour-long online learning package when I teach Issac Asimov's robot stories. The package mainly includes (1) the lecturer's short lectures (2) 2 TED talks and follow-up questions (3) guiding questions after students' reading of the short fictions (4) interaction among students in their Moodle Forum discussions (5) providing more on-line resources relevant to robots and AI (e.g. some movies will relevant topics, such as *I, Robot*, *Chappie*, and *The Bicentennial Man*, and *Love, Death & Robots*) (6) assessment and feedback. Based on my experience incorporating blended learning in this course, this paper aims to discuss how different online elements are implemented in my teaching, how students are motivated in their learning, students' feedback on the blended learning activities, and my reflection on ways to improve blended learning. It is expected that the discussion will help literature teachers to have an advanced understanding of implementing blended learning and online teaching in the future.

Keywords: teaching literature, Issac Asimov, blended learning, online teaching

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Session IV: Language Teaching

Using Mobile Assisted Language Learning (MALL) as a Means to Improve Students' Listening Comprehension Through TED Talks

*Beate Luo (羅珮瑄)**

Abstract

To communicate well in the target language, students need to have a large vocabulary and a good listening comprehension. However, outside class, students in Taiwan do not have many opportunities to gain vocabulary knowledge and/or practice their listening comprehension skills in English. One possibility to practice is listening to TED talks but this is a very demanding task even for intermediate learners as in our freshman classes as they are only used to listening to audio material accompanying high school students' learning materials. However, at university, students need to get prepared for using English in the work place. This includes comprehending speeches that are longer and provide much more information compared to the short audio materials they have used at high school. TED talks give students the opportunity to listen to authentic material on a wide range of topics. However, when listening to a TED talk, the majority of the students will easily give up trying to understand even a few words. To mitigate their readiness to give up and instead enable them to practice their listening skills, in this study, each week students were first provided with vocabulary sets on the learning platforms Quizlet and Conjuguemos that each contained the vocabulary items of the respective talks. Before class, they practiced the sets online using their computers or smartphones on Quizlet and then tested their vocabulary knowledge on Conjuguemos. Students watched the TED talks in class and answered questions for comprehension on the talks through the online platform Socrative. Subsequently, they discussed several questions related to the talks. This did not only increase their vocabulary knowledge but also their listening comprehension of the TED talks compared to a control group who was given the same vocabulary sets but without the assignment to test their vocabulary knowledge before class. As a side effect, students also increased their typing rate as the number of words typed in 5 minutes on Conjuguemos also increased over the semester. It is hoped that this will motivate students to further use TED talks to improve their listening comprehension outside the classroom.

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The Introduction of Global Englishes and Intercultural Communicative Competence through a Volunteering Project

*Fu-Yen Chiu (邱富彦)**

Abstract

The widespread use of English has changed the social and communicative norms. With the increasing use of English as a lingua franca, associating English with purely native English speakers seems no longer appropriate. Instead, English is linked with users in the global community. With growing numbers of English users worldwide, acquiring the intercultural communicative competence (ICC) has been suggested in English language teaching (ELT). However, the theory in this field has rarely been put into practice. Empirical research exploring English learning experience, intercultural communication and practices of the Business English teaching context remains scant. This study employed qualitative and quantitative research methods- 98 students' reflective journals as well as ten semi-structured interviews to explore how students could apply English learned from classrooms to a real world communicative situation. International exhibitors were invited to sell their specialty products at the Cross-Strait Floral Exposition. The participants of this study were volunteers to provide interpretation services for the exhibitors and locals so that they could have a chance to practice the first-hand concept of GE and ICC. This whole experience highlighted the importance of practical teaching for Business English courses. The researcher suggests that authentic interactions in Global Englishes (GE) contexts should be incorporated in Business English curriculum to activate students ICC awareness in the realm of business English.

Key Words: Global Englishes (GE); Intercultural Communicative Competence (ICC); Business English, Volunteering project

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Develop Intercultural Understanding and Awareness Through Ethnographic Interviews in Taiwan's College EFL Classes

*Ya-Chen Su (蘇雅珍)**

Abstract

Learning about foreign language (FL) cultures is becoming the national standard of FL curriculum in Taiwan. The purposes of this study were to discuss how to incorporate the ethnographic interviews into Taiwan's EFL college classes and how students' viewpoints about native English speakers and their cultures have been changed after the use of the ethnocentric interviews. Three research questions were posed: (1) How does the instructor incorporate the ethnographic interviews into classes? (2) What knowledge of target cultures do students develop through the use of the ethnographic interviews? (3) How do students' views about target cultures have been changed after the course of the study? Data were collected by oral and written report and interview. Results found that students experienced culture as a process of creating meaning through direct interaction and communication with target language speakers. They thus gained insight into the values of target cultures and expand their understanding of similarities and differences between the target cultures and their own.

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Session VI: Translation and Language Teaching

A study of Francesco Paolo Tosti's Songs from the Perspectives of Translation and Interpretations

Gong-way Lee (李恭蔚)*

Abstract

The purpose of this essay is to discuss Francesco Paolo Tosti's songs from the perspectives of translation and interpretations. It is divided into five parts: the first part states the aims of writing this article and how it will be written. The author points out that Italian songs are probably the most important part in the history of songs created by the peoples through out the the world. Tosti's songs played an important role in that history. When we enjoy listening these songs we must understand the meaning of the lyrics of each song and the best way to understand the meaning of the song is through translations, particularly the literal translation. The second part of this essay is make clear the achievements of Tosti's music career, including his creation of so many beautiful songs. He was born in Ortano sul Mare and became famous in Rome. He also travelled between Italy and England, during this period he wrote numerous songs, many of which still loved by the people in the West and East. The third part cites three songs of Tosti, *Serenata*, *Ideale*, and *Marechiare*, and translates them literally into Chinese and gives interpretations. The author of this essay also introduces their song writers. Many of whom are good friends of Tosti and enjoy good reputation in Italian literary history. The forth part provides the contrasted translations---literal and meaning-oriented translations--- of the lyrics of these three songs so that the readers will be convenient understanding the contents of each song. The author believes that these contrasted translations will also be helpful for those who start studying Italian. In the last part the author emphasizes that the Italian songs of late 19th and early 20th century are important cultural legacy of the world. Understanding Tosti's songs is a step forward to master the legacy. The author hopes that this essay will be useful for those who are interested in Tosti, his songs, as well as translation of Italian songs.

Keywords: Tosti, Italian songs, translation

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Translanguaging as a Function of Transculturality

*Theodoor Richard**

Abstract

In this presentation I will seek for a new way to understand the phenomenon of translanguaging. I will argue that translanguaging is foremost a cultural phenomenon in the sense of how we form our ways of life and beliefs on how the world works, and that it occurs as a function of how we use language as a means of finding meaning and confirmation of those beliefs, in a globalized world where information comes to us in multiple media and languages. In order to reach there, I will first deconstruct the mainstream Herderian concept of folk- and nationbound culture, as it seems inadequate to capture how we deal with our globalized life circumstances and choices, especially on the level of language. I will also suggest that the concept of transculturality as advanced by German philosopher Wolfgang Ivers (2001), may serve the purpose of understanding this phenomenon better. After briefly discussing the concept, I examine the idea of how translanguaging becomes a symptom of a transcultural process in which people no longer make a meaningful distinction that decides their identity, between their “own” language or a “second” language. The discussion on English as a Lingua Franca and how to teach language in this perspective, can also be seen in the context of this framework. I propose that the concept of transculturality may provide an insightful basis for understanding the phenomenon of translanguaging so that more profound approaches to this can be found in the field of education.

Keywords: Translanguaging, Transculturality, Transcultural Identity, Multilingualism,

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Session II: Teaching Writing

An Investigation of EFL Primary and Secondary School Students' Achievement Emotions and English Performance in Taiwan

Mu-Hsuan Chou (周牧璇) / Yuling Yu (余育玲)***

Abstract

Over the past few decades, the Second Language Acquisition (SLA) field has paid considerable attention to how emotion and motivation affecting learners' foreign language (FL) learning and performance. Due to a lack of research on various emotions affecting FL learning, the present study investigates the EFL students' eight types of achievement emotions (i.e., enjoyment, pride, hope, anger, anxiety, shame, boredom, and hopelessness) towards learning English in primary and secondary schools in Taiwan. Although the theory and its instrument have provided credible results in many cross-cultural studies, the research examining achievement emotions of the young and adolescent students in Taiwan remains rare, particularly in English subject. This research adopts a mix methods approach involving a questionnaire survey and semi-structured interviews. The participants are 150 5th- and 6th-graders in the elementary schools and 150 7th- and 8th-graders in the junior high schools in Kaohsiung. Data is analyzed via independent-sample t-tests and the Pearson correlations. Next, ten students from each student group are selected to attend the semi-structured interviews in order to find out the factors evoking their single emotion. The findings are discussed after data analysis.

Keywords: achievement emotions, control-value theory, English learning, elementary school, junior high school

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Are We Bilingual Enough? —A Glimpse of Government Websites and University Websites in Taiwan

*H. Pierre Hsieh (謝宏濱)**

Abstract

The current administration of Taiwan has introduced a comprehensive and unprecedented action plan towards building a bilingual nation by the year of 2030. While this may appear too little too late, given how bilingual countries around the world, or even ones across Asia, have become, it is for sure a positive step in the right direction. That said, apparently, there remains a great deal to accomplish before this dream could come true—in light of how monolingual institution-run websites in this country currently are. While, on the surface, the website of every government agency appears bilingual in at least Chinese and English, upon further scrutiny, though, one could easily notice that the information contained across the two language versions are, in most cases, far from parallel—or even equivalent. Admittedly, in every officially bilingual country around the world, such as Hong Kong and Canada, not only is the information provided in both versions parallel and equivalent, both versions of the website are often easily interchangeable with a simple mouse click, making everything user-friendly. In light of this, in this presentation, by means of some representative examples from government agencies (such as the Ministry of Education and the Ministry of Foreign Affairs) and a few landmark examples from universities (such as Feng Chia University and National Tsinghua University), I would like to demonstrate to my readers that websites in Taiwan are inadequate in the sense that the English version—in most cases—are unable to provide the target audience (mostly people from outside the country who do not speak the local language) with the information intended for them. At the same time, ironically, looking globally for a diverse student body—or internationalization—is on the agenda of every university. This could prove as a hindrance for every sector—from the education sector, to the private sector and onto the government sector, which will, in turn, take its toll on the “2030 Bilingual Nation” action plan, as proposed by the current administration. It is now high time that we started looking to our counterparts in jurisdictions like the EU, Hong Kong and Canada for a quick and effective solution to the problem.

Keywords: Bilingualism, Multilingualism, Translation studies, Language policy

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Session III: Language Teaching

Gamifying Kindergarten: The Pokéfication of EFL class for young learners

*Alan K. Murray**

Abstract

Some students are naturally engaged in class and are able to keep their attention and focus on their learning tasks for long periods of time. This is the exception, not the rule. Though young learners seem to have a higher level of intrinsic motivation to learn than other age groups, there are at least as many uninterested students as there are interested ones. Gamification has been verified as a useful tool to boost engagement and motivation to learn in ESL/EFL contexts, though, as yet there is no agreed upon framework for how to incorporate it into learning environments effectively. Many applications of gamification in language learning come in the form of online apps, digital storyboards, and other tech heavy manifestations. This paper would like to add an example of non-digitized gamification to the conversation, in hopes of convincing readers to consider its utility. In its non-digitized form, a gamified learning strategy enables much more autonomy to enact useful changes, is limited only by the imagination of the game-master, and can be done at a fraction of the cost when compared to a technology-realized older sibling. This paper shows how one teacher has used a gamified framework in a kindergarten EFL class to motivate students to do more learning activities in English. The students elected to do guided reading activities during their free time, pay greater attention to their behavior during class, and even engage in more English related learning opportunities outside the classroom, all in order to advance their progress in the game. As an added windfall, the game itself provided the 5- and 6-year-olds further exposure to the target language. The paper includes an explanation of gamification, the many forms and uses it has embodied in academic contexts, its drawbacks, and its strengths.

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An Analysis of *Little Women* in terms of Feminism and Female Bildungsroman

*Lai Yen Chen (賴妍蓁)**

Abstract

The March girls in *Little Women* have their characteristics, owing to different attitudes toward their lives. In the story, they face various difficulties which lead to their maturity. When Louisa May Alcott wrote *Little Women*, social conventions made it difficult to write a work that could demonstrate true women experiences; thus *Little Women* contains a great number of feminist subtexts. To explore not only how the girls go through these harsh times and become little women, but also how Alcott hid feminism in *Little Women* by analyzing the March girls' life experiences and relationships with other characters and society, this thesis analyzes *Little Women* from the perspectives of Female Bildungsroman and feminism.

Key Words: Female Bildungsroman, Feminism, *Little Women*

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Incorporate Natural Approach to an EFL Classroom on Preschoolers' Listening Comprehension on Picture Storybooks

*Hsin-Chieh Chen (陳欣潔)**

Abstract

Under rapid globalization, equipping with decent English proficiency is inevitable for every individual. English education has been placed the great importance in Taiwan, especially since "Bilingual 2030" was announced in 2018. Immersing learners in an English environment has become a trend, schools and institutes have come up with various curriculum and implemented diverse teaching methods and approach to promote English education. The natural approach provides a channel to expose young learners to a language environment and aims at cultivating beginning learners' meaningful communicative skills. Due to a lack of empirical studies on implementing the principles of the natural approach teaching preschoolers picture storybooks in an EFL classroom, this study would investigate this concept. Six participants, aged from 3.5 to 5.5 with elementary-level English proficiency took part in the experiment that lasted for ten weeks. Data were collected from a Comprehension Measure Questionnaire (CMQ) consisting of parents' and learners' background information, 3 Likert-scale on comprehension checks of the storybooks, and one-on-one interviews. The findings showed participants were able to comprehend the stories with 83%, but 50% of them were not satisfied with immersing themselves in an English-speaking environment due to their unfamiliarity and limited English competence. It was also found exposure time to the target language, and parents' educational background seemed to influence participants' perception and comprehension of the English-speaking environment. It was expected the results can bolster the implementation natural approach to early childhood English education, and further, equip young learners with quasi-native English proficiency.

Keywords: bilingual education, early childhood English education, picture storybooks, natural approach, EFL classroom

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"I" Exist Eternally — Virginia Woolf's "*A Room of One's Own*" as a case study

*Hanyi Chen(陳翰儀)**

Abstract

The canons of world literature can be established because it can stand firm, steady continuously and shine brightly in the turbulent. Under the influence of today's globalization, world literature is by no means a concept limited by canonical works. Therefore, I take Virginia Woolf's "*A Room of One's Own*" as the main analytical text and also focus on the analysis of multiple narrative views and stream-of consciousness writing techniques, as well as the ideal practice of androgynous writing style. This paper shows that Virginia Woolf broke away from metaphysical essentialism by consciously exploring the heterogeneity of language. By applying Jacques Derrida's discussion of deconstruction of infinite extension of language as meaning expounded, this paper suggests meaning can unfold infinitely in Virginia Woolf's language play of her text. The language revolution that arose in the text can transcend gender, cross culture, and cross nationalities. It will last eternally on the stage of world literature.

Keywords: world literature, deconstruction, stream of consciousness, androgyny

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Children's Friendships and Their Values in *My Sweet Orange Tree* and *The Boy In The Striped Pyjamas*

*Nguyen Thi Nhat Thao (阮氏日草)**

Abstract

Teachers and researchers do not often pay attention to children's friendships (Carter and Nutbrown 395). In psychology, children's friendship plays a vital role because it possibly influences on children's social, emotional and cognitive development. Additionally, in children's literature, friendship is a common theme in most stories. The stories about friendship provide children a good foundation of the advantages, disadvantages, shortcomings and significance of friendship in both their young lives and their entire life (Sherman 452). Furthermore, in several famous children's books including *The Little Prince*, *Charlotte's Web*, *Nobody's Boy*, friendship is described in different situations of life such as poverty, loneliness, or on the edge of death. Surprisingly, friendship in these books brings good things to characters. Based on the correlation between psychology and literature, literary works are considered as a source for psychological analysis because literature reflects the human psyche, idiosyncrasies, emotions and feelings that are paramount materials for the field of psychology and psychiatry (Aras 256). Therefore, to investigate positive values of friendship in children's books, and to explain why children need friends when they are in misfortune, particularly when they feel lonely, live their life without love and care from their family, and live their life in poverty, the author selects two main characters named Zezé and Bruno as samples from *My Sweet Orange Tree* (2018) and *The Boy In The Striped Pyjamas* (2006) respectively. The author makes use of Aristotle's theory on friendship, which was created by a philosopher Aristotle in the seventeenth century, as a theoretical framework (Irwin 119), and psychology of literature approach to find the data. Applying Aristotelian friendship to this study allows the author to analyze friendship between two people with different gender and age, and even between an inanimate thing and a human being. In addition, this helps the author find out the values of friendship that provide for the protagonists based on the categories of friendship. After choosing, processing and analyzing the data, the study suggests that Zezé has three friendships classified into friendship of pleasure, friendship of utility and perfect friendship, and the values he receives from these friendships are an

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emotional shelter, beneficial support and moral lessons. In terms of Bruno, he has one friendship categorized as perfect friendship which merely gives him pleasure. The difference in the values they get lies in the family and personal background of each individual. Even so, the study indicates that children's friendship yields the positive values as the protagonists are in isolation. Despite the limited scope of the research, the findings distribute to helping readers understand that children genuinely need parents who can care, love and teach them, and they also need friends to play with and be happy even though they live a wealthy or poor life.

The Relationship Between Humans and Nonhumans in Hayao Miyazaki's *The Secret World of Arrietty*

Pau Ker Hui(包可慧)*

Abstract

Hayao Miyazaki's animated films always focus on the relationship between humans and nature in daily life. In the animation *The Secret World of Arrietty*, he discusses not only the relationship between humans and nature but also that between humans and nonhumans such as Arrietty, the sugar cube, the dollhouse, and the hair clip. This article analyzes these relationships while exploring inter-species symbiosis in the natural world in Hayao Miyazaki's *The Secret World of Arrietty*. In the first part, the author uses Gilles Deleuze and Félix Guattari's concept of the arborescent structure to explain how society confines humans and nonhumans in a tree-like structure. In the second part, Gilles Deleuze and Félix Guattari's concepts of the rhizome, becoming, and deterritorialization allow the author to explore the rhizomatic relationship between humans and other species. Miyazaki portrays Sho and Arrietty stepping out of their territories and forming new assemblages. They encounter a process of deterritorialization and reterritorialization, forming a symbiotic relationship as they do so. Their bonding subverts the tree-like structure and forms a new rhizomatic relationship. In the third part, we will use Henri Bergson's concept of duration, Jane Bennett's concept of vibrant matter and Deleuze's concept of Affect to explore the possibilities of interspecies coexistence that Sho and Arrietty develop within the animated film. At the end of the animation, Hayao Miyazaki's depiction of the flowing river, the little people, and the human boy echoes Bergson's concept of duration in which durations simultaneously encompass and are encompassed by each other. Sho, Arrietty, and other beings form a cosmic duration that brings a new meaning of life to each other. That is, humans and nonhumans (such as the little people and sugar cube) can live symbiotically. Most importantly, the thing (matter) is no longer the dead object; instead, it is the vibrant matter that can co-exist and co-evolve with other beings.

Keywords: Rhizome, Deterritorialization, Becoming, Duration, Affect, Gilles Deleuze, Felix Guattari, Hayao Miyazaki, *The Secret World of Arrietty*, Vibrant Matter, Jane Bennett

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Session V: Language Teaching

A Study of Mobile-Assisted Phrasal Verb Learning in a College Context

*Ciao Yu Hsu (許喬毓)**

Abstract

The English phrasal verb (PV) is widely used for communication and academic writing. The feature of PVs can improve the fluency of the English learners' speaking and writing performance. Previous studies have identified the most frequent 150 PVs, and categorized their key meanings into spoken and academic writing registers via corpus analyses. Nevertheless, the corpus evidence has not been adopted in pedagogy and PV has been shown to be challenging to many English learners partly due to its polysemy. In addition, the instruction of PVs has not yet attracted enough attention, compared with that of vocabulary and grammar enhancement. To enhance Taiwanese college students' PV knowledge, it is necessary to raise the awareness of multi-word units leaning, and explore new pedagogy for the PV area. Recently, due to the expeditious development of technology, mobile-assisted language learning (MALL) has been commonly employed in English classrooms. However, few studies have investigated the effect of learning PVs through the MALL strategy. In our study, we aimed to enrich students' receptive and productive PV knowledge, and evaluate the effect of mobile-assisted PV learning by comparing single-sense and polysemous PVs.

In this project, twenty-three students were the participants. Adopting a pretest-posttest within-subject design, we designed 5-week treatment using smartphone application: Quizlet as out-of-class exercise. In total, five units with 37 PVs (50 meanings) were prepared (selected from the S & AW PHaVE list, Liu & Myers, 2020), based on the sense frequency and the percentage. To gauge the effect, both single-meaning PVs and polysemous PVs were chosen and examined via assessment tests concerning their receptive (50 multiple-choice items, MC) and productive knowledge (50 gap-filling items, GF). We conducted the pre-test and the post-test to assess the instructional effect, and also the delayed post-test to investigate the retention effect.

The result showed that student improved their productive and receptive PV knowledge significantly through Quizlet learning. They performed better on the MC than GF items, and polysemous PVs were more difficult compared to single-sense PVs. Students showed the positive attitude toward Quizlet for its ubiquitous feature, and most

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of them have raised their awareness of PVs when they engaged English activity after the treatment. In our study, the feasibility and effectiveness of mobile-assisted language learning were confirmed for PV acquisition. We have contributed new knowledge of teaching PVs via mobile phones with its design of polysemy to researchers and English teachers.

Keywords: phrasal verbs, polysemy, mobile assisted language learning

TETE in Taiwan High School Classroom: A True Story and Future Prospect

*Ping-Cheng Chen(陳品誠)**

Abstract

Teaching English through English (TETE) has been argued to improve students' learning for the advantage of immersion. High school English classes in Taiwan focused more on grammar teaching and vocabulary acquisition, hence the English using ratio in class was fairly low compared to either elementary school or junior high school. While high school teachers and students have different views on the readiness of TETE in Taiwan, the research team invited three distinct English teachers in high school to present their classes with high English using ratio as demonstrations. This research aims to create a booklet and a class observation form from the above-mentioned demonstrations, and categorize the English language to use in different stages of an English class. In total, 5 stages and 21 language usages were categorized. High school teachers can refer their teaching to the observation form and decide on which stages of the class they can speak more English to students without misunderstanding. By taking the advantage of TETE and implementing it to high school English classes, students can have a more immersive English class.

Keywords: Teaching English through English (TETE), translanguaging, English as a medium of Instruction (EMI),

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Exploring EFL College Students' Online Small-Group Interactions for Collaborative Writing and Their Emotions

*Pei-En Chiang (江佩恩)**

Abstract

Collaborative writing requires two or more writers to work on together and is increasingly applied in the workplace and the school. Many studies have investigated English as a foreign language (EFL) learners on their interactions, competences, task accomplishments, roles, writing outcome, and peers' feedback during the collaborative writing tasks. However, their limitations should be amended concerning multiple data sources in the observation, larger sample sizes, and in a longer period of time (Abe, 2020; Abrams, 2019; Balaman & Sert, 2017). Meanwhile, two reviews of collaborative writing (Li, 2018; Storch, 2019) emphasize dimensions of the interaction or writing process involved, the writing product (or outcome), and the learners' perceptions where grit, positive and negative feelings are important factors.

To further investigate the students' interactions and feelings while completing a collaborative writing, the purpose of the study was to examine the interaction patterns and outcome of students in small groups while engaging in 10-week writing tasks, as well as their grit and feelings in the process via a case study approach. Two focal groups of three members (engaging group and voluntary group) were observed in detail. Asynchronous online posts, synchronous Google Documents chats, a grit and PANAS emotion questionnaires were their data sources. The results suggested that both groups showed an increase in their writing performance regarding the word counts and scores. According to the result of the grit and PANAS questionnaire, Group A appeared to be have more perseverance, while Group B showed more interest in learning English. The two groups show more positive feelings and less negative feelings than the class averages. Group A talked more in synchronous mode. The study is among the first which examines online collaborative writing and interactions as well as L2 learners' feelings and grit.

Key Words: interaction, online collaborative writing, feelings, grit

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Session VII: Language Teaching

An Analysis of *Little Women*: from Havighurst's Developmental Tasks Theory

*Yu Ping, Weng(翁禹平)**

Abstract

By reading literary works, readers can learn to see things from different angles, and they can also try to face the adversities and setbacks in life with different attitudes. The best-known book of Louisa May Alcott, *Little Women*, vividly portrays the events of the March family and what the four sisters experience as they grow up. Whether in parental education, marriage education, or personality education, *Little Women* has profound educational significance. This article applies Robert James Havighurst's developmental tasks theory into *Little Women* to explore the developmental tasks of the four March sisters at different life stages. The life of an individual is divided into six stages in developmental tasks theory. It covers the tasks and challenges of different aspects in an individual's life at different life stages. The development state of an individual will affect whether an individual has a good adaptation and connection when moving to the next stage. Applying this theory to analyze the growing process of the four main characters will enhance readers' understanding of the importance of developmental tasks at each stage. Furthermore, since readers may meet similar life events that March sisters experience, readers can find relevant task development methods by reading them, so that they can have a direction to follow when related situations happen.

Keywords: Alcott, Havighurst, *Little Women*, developmental tasks theory, family education.

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An Analysis of Four Marriages in *Pride and Prejudice*: from the Perspectives of Feminism

*Liu Hsin Yu (劉欣瑀)**

Abstract

In the 18th century, England was a patriarchal society. Men enjoyed more economic and educational rights than women at that time. In such a humble era of women's status, Jane Austen accused the injustice of the society at that time and expressed women's dissatisfaction through her novel *Pride and Prejudice*. In a humorous way, Jane Austen reflects the restrictions on women's rights and ideas in British society. This thesis mainly analyzes the four marriages in Jane Austen's novel *Pride and Prejudice* from the perspective of feminism. The four marriages are Elizabeth Bennett and Mr. Darcy, Jane Bennett and Mr. Bentley, Lydia Bennett and Mr. Wickham, Charlotte Lucas and Mr. Collins. Although the four women have different personalities, they all strive to speak for women living in that time and space.

Keywords: *Pride and Prejudice*, Feminism, Marriage, Jane Austen, Patriarchy

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Sir Walter Scott as Historian: Writing History and the Historical Writing

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Abstract

John Searle's 1975 "The Logical Status of Fictional Discourse" argues that if any writer intends to make a successful assertion, the sentences he pronounces "must be true, verifiable, and sincere." Based on the quotation, this paper attempts to answer two main questions interconnected: How is the eighteenth-century history presented in Sir Walter Scott's *Waverley*, or, *Tis Sixty Years Since* (1814)? What literary contributions in terms of writing history or the historical writing does Scott make? My argument is that Scott fulfills the role as historian. However, Scott's literary contribution does not merely pertain to Scotland's history as what the current readers perceive him to be an expert digging out the wartime history between England's the anoverian Royal Family (George III) and the Court of Stuart (Charles III known as Bonnie Prince Charlie and Young Pretender). More importantly, Scott pioneers Scotland's history in a very unique way with Scottish individual and national identity not only through his power of imagination but also through the historical events he chronicled. Scott is a historian as I will illustrate in this paper despite the fact that many critics have criticized him for distorting the 18th-century Scottish history and Scotland's political relations with England. Other commentators have imputed to him with various roles, including a Tory party member, president of the Royal Society of Edinburgh, and vice president of the Society of Antiquaries of Scotland. As for how Scott meets a historian's role, I attempt to scrutinize the two questions by looking at the following dimensions. First, Scott, through *Waverley*, chronicles the hero Edward Waverley's understanding to and encounter with the Scottish Highland culture. Second, in *Waverley*, Scott provides footnotes in length, detailing the Scottish Highland culture through Edward Waverley's eyes. Editing footnotes in *Waverley* signifies Scott's intention to approaching the genuine history of the day. Finally, Scott can appropriately be regarded as Scotland's pioneer historian because his intension to hold back from directly criticizing either side of the Tory and Whig concerning their the past and the present coincidentally fulfills certain characteristics of being a war historian, as objectively as possible when chronicling Scotland's history in the 18th century. I would say that Scott's contributions to literary war history lie in his impartiality as a historian, chronicling Scotland's history, and detailing events vividly and faithfully.

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Key Words: Walter Scott as historian, *the Waverley*, or, *Tis Sixty Years Since* (1814), historical novel, the chronicle, the footnotes, Scottish Highland culture