文 藻 外 語 大 學

第三十八屆中華民國英語文教學研究國際研討會

THE 38th INTERNATIONAL CONFERENCE ON

ENGLISH TEACHING AND LEARNING

大會主題

COVID-19 疫情時代語言教育的停、看、聽：

教學法與實踐的共相與岐相

Conference Theme

Crossroads of Language Education during COVID-19 and beyond:

Convergence and Divergence of Pedagogy and Practice

July 23 - 24, 2021

Wenzao Ursuline University of Languages

Kaohsiung, Taiwan

Program

Conference Day 1: July 23rd, 2021	
Time	Topics & Presenters
09:00~09:25	Welcome to the 38th ICETL online Day 1 Joining Google Meet 開放線上入場
09:25~09:40	**Opening Remarks 開幕** ● Professor Margaret Mei-hua Chen President, Wenzao Ursuline University of Languages 文藻外語大學陳美華校長 ● Associate Professor Margarita Sheu Vice President, Wenzao Ursuline University of Languages 文藻外語大學許淮之副校長 ● Professor Howard Hao-Jan Chen President, The English Teaching and Research Association 台灣英語文教學研究學會陳浩然理事長
09:40~10:20	**1st Keynote Speech:** **Development of English for Business and Professional Communication in Asia: Challenge? Opportunities? For Tertiary Institutions in Taiwan** Keynote Speaker: Professor Bertha Du-Babcock Professor of Business/Professional Communication, Wenzao Ursuline University of Languages
10:20~10:35	Break

10:35~12:00	**Invited Panel 1:**
	An Introduction to Corpus Research
	Organizer: Howard Hao-Jan Chen 陳浩然
	President of ETRA & Professor of English,
	National Taiwan Normal University
	
	Panelists:
	● **Corpus Tools and EFL Writing**
	    Shu-Li Lai 賴淑麗 National Taipei University of Business
	● **Creating Academic Spoken Corpora for EAP Research and Pedagogy**
	    Chenyu Liu 劉貞妤 Ming Chuan University
	● **Corpus-Based Tools for English Learning**
	    Howard Hao-Jan Chen 陳浩然
	    National Taiwan Normal University

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13:35~15:00	**Invited Panel 2:** **Digital Learning and CLIL in the Post-COVID Era** **Organizer:** Sebrina, Mei-jung Wang 王美蓉 Dean of International College, National Kaohsiung University of Hospitality & Tourism **Panelists:** ● **Can the CLIL Approach Still Be Promising during University Lockdown? An Empirical Study Evaluating Teaching Performance and Learning Effectiveness in a Distance Education Model** Wen Hsien Yang 楊文賢 National Kaohsiung University of Hospitality & Tourism ● **Integrating VR into CLIL Lesson Design: Experiences from a Telecollaborative Project** Meei-ling Liaw 廖美玲 National Taichung University of Education

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	Taiwan's Bilingual Language Policy: Planning, Practices, and Ideology
	Organizer: Su-Chiao Chen 陳淑嬌
	Professor of Applied Linguistics,
	National Taiwan University of Science and Technology
	
	Panelists:
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	  Su-Chiao Chen 陳淑嬌
	  National Taiwan University of Science and Technology
	● **Bilingual Pre-Service Teacher Training and In-Service Teacher Professional Development**
	  Jane Chien 簡雅臻, National Taipei University of Education &
	  Yichung Huang 黃翊忠, Wenchang Elementary School, Taipei
	● **Contextualizing CLIL in Elementary Schools in Taiwan: Language-Driven Perspective**
	  Yu-ju Hung 洪玉如, Air Force Academy & Shu-cheng Chen, Sianbei Elementary School, Tainan
	● **The Effects of English as a Medium of Instruction on Students' Reading Proficiency**
	  Mei-Lan Lo 羅美蘭, National Taiwan Normal University &
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1st Keynote Speech

Development of English for Business and Professional Communication in Asia: Challenge? Opportunities? For Tertiary Institutions in Taiwan

Dr. Bertha Du-Babcock, Professor

Department of English, Wenzao Ursuline University of Languages, Taiwan

Abstract

The rise of Asian economies has made a shift in the positions of the economic super powers and the globalization of business from the West to the East. Consequently, English is no longer the sole product of native-English-speaking countries. English as a language of international business communication or lingua franca has become increasingly important in Asia, with China and India representing approximately 70 percent of the total number of the outer and expanding circle populations who speak English as a second or foreign language. The shift of the global business environment has made it important to examine (1) how English is used for business and professional purposes in Asia, (2) whose English is used in international business contexts, and (3) What challenges or opportunities is ahead in teaching business communication/business English in Asia, especially in Taiwan.

With the increasing importance of English in international business, where does Taiwan stand? While neighboring countries such as Hong Kong, Japan, Korea, and Mainland China have recognized the importance of business English as lingua franca (BELF) in international business context, what is the current situation in Taiwan? Does Taiwan remain its competitiveness in international business arena? Taking Japan as an example, Uniglo and Rakutan successfully transformed and made English as its official corporate language in March 2012. Shiseto and Honda also followed the suits in 2016. These examples clearly reveal the future trend of English as an official company language or as a business lingua franca in Japan. To successfully compete in this ever changing today's globalized economy, is Taiwan ready for the change as Japan does?

Despite all of the global trends, I speculate that a large gap still exists between the need for Taiwan to be competitive against a global workforce skilled in English and the actual skill levels of Taiwanese employees. Taiwanese companies that seek to internationalize their business operations find it challenging to improve the communication efficacy of their employees. Indeed, internationalizing business operations and adapting English as a lingua franca in business and professional contexts are challenges not only to Taiwan. They are challenges to most of the countries in Asia, especially those countries that are categorized by Kachru (1985) as belonging to an expanding circle where English is learned as a foreign language.

In considering the importance of English in business and professional contexts in Asia, in this keynote address I will first discuss the nature of business communication (what and how Asians learn) and the challenges we Asians are facing when communicating in English in the global business environment. This part of the discussion establishes the English language environment in East Asia, including Taiwan. The second part of my address focuses on how Asians with varying levels of English communication competence can communicate effectively in the international business communication environment. Using empirical cases, my focus will be on the Asian style of communication in Hong Kong, China, Japan, and Taiwan.

I will finish my keynote address by outlining the challenges to Asians of learning English for business and professional purposes, and making some suggestions for the road ahead concerning what we Asians can do to communicate strategically and effectively in English. In moving forward, I modestly suggest possible approaches for developing the future direction of region-based English as a business lingua franca that fits the unique language environment of Asia. I also call for educational initiatives to meet the challenges of English for international business communication. The focus will be on how universities can develop educational programs for meeting the challenges of communicating effectively in this multilingual communication environment.

2nd Keynote Speech

Ethical Issues in Language Teaching

Professor Emeritus Michael Byram

University of Durham, England

Abstract

The introduction of intercultural competence and not just communicative competence into the aims of language teaching has implications for teaching methodology but also for the role and identity of the teacher. Since intercultural competence, when taught as part of general education, includes a capacity for critical appraisal of self and others, then questions of values arise and how learners respond to values which may be opposed to their own. How teachers deal with values - with moral relativism in particular - is a an ethical matter.

When language teaching accepts a further responsibility - to contribute to citizenship education - then the ethical issues for teachers become more complex still. As learners engage with the world outside their classroom, under the influence of their teachers, they are exposed to new experiences and teachers take on new responsibilities. This is new ground for most language teachers although familiar to teachers of other subjects.

In this talk I will illustrate the kind of language teaching which leads to 'intercultural citizenship' and discuss the ethical implications and decisions teachers need to make.

3rd Keynote Speech

Research and Practice as Transcultures:
Teachers and Researchers Crossing the Divide

Professor Anne Burns

Honorary Professor of TESOL, University of New South Wales, Australia

Abstract

Traditionally teacher training and continuing professional development have sought to induct teachers into a body of research knowledge that is assumed to equip them for operating in the language classroom. However, once they enter the teaching profession many teachers struggle to identify how and why research in ELT might be relevant to their work. Similarly, researchers may wonder why teachers do not take up more of the findings from research in their teaching. In this presentation, I consider these issues from two perspectives, both of which can be considered to involve forms of transcultural experience, knowledge and understanding. The first perspective explores what researchers could gain from expanding their experiences of teachers' daily lives and work in the classroom; the second looks at what teachers can gain from entering the world of research and becoming teacher researchers. I will argue that crossing the boundaries between these two cultures of research and teaching has the potential to create greater harmony across the diverse field of ELT.

4th Keynote Speech

Explicit Grammar Instruction Goes Nowhere

Professor Alessandro Benati

Director of Center for Applied English Studies, The University of Hong Kong, Hong Kong

Abstract

Explicit knowledge of language is defined as conscious knowledge and it is often verbalizable knowledge about language. Implicit knowledge is defined as unconscious knowledge and it is not verbalizable. In this paper the main problems with explicit instruction will be described, as the acquisition of grammatical properties is mainly implicit (Benati, 2020). A brief explanation about the role and nature of instruction will be provided and some basic facts highlighted. Overall, the role of instruction in language acquisition is limited and constrained by a number of factors. Because of how language grows in the mind and communication develops over time, the question is: Is there any type of instruction that might be successful in terms of helping L2 learners internalize the grammatical features of a target language?

Benati, A. (2020). Explicit grammar instruction goes nowhere. In Rastelli, S. & Bagna, C. *Manifesto per l'insegnamento dell'italiano agli studenti internazionali: otto commenti* (pages forthcoming). Pisa, Pacini Editore.

Invited Panel 1:

An Introduction to Corpus Research

Organizer: Howard Hao-Jan Chen, President of ETRA & Professor of English,
National Taiwan Normal University

Panelists:

Topic: Corpus tools and EFL writing

Shu-Li Lai 賴淑麗 Center for General Education, National Taipei University of Business

Topic: Creating Academic Spoken Corpora for EAP Research and Pedagogy

Chenyu Liu 劉貞妤 English Language Center, Ming Chuan University

Topic: Corpus-based Tools for English Learning

Howard Hao-Jan Chen 陳浩然 English Department, National Taiwan Normal University

Abstract

According to McEnery and Xiao (2010), corpora have been used extensively in nearly all branches of linguistics including, for example, lexicographic and lexical studies, grammatical studies, language variation studies, contrastive and translation studies, diachronic studies, semantics, pragmatics, stylistics, sociolinguistics, discourse analysis, forensic linguistics and language pedagogy. In this panel, we would like to introduce some of the existing corpus processing tools and corpora for second language teaching and learning. The purpose is to encourage more SLA researchers in Taiwan to better use corpora and search tools around the world. Dr. Howard Hao-Jan Chen will first give a very general overview of some useful corpora and tools. These will include BNC, COCA, BASE, BAWE, EFCAMDAT. He will also cover some new tools and resources such as SEKLL, open corpora via SKE, Antcorgen, LancsBox, and several new writing tools developed at NTNU. Dr. Shu-li Lai will talk about corpus tools and EFL writing. One of her main focuses will be on Linggle. Linggle is a very robust writing tool developed at NTHU. Dr. Chenyu Liu will share her experiences in creating academic spoken corpora for EAP research and pedagogy. She will also introduce the detailed procedures in analyzing spoken corpus data.

Invited Panel 2:

Digital learning and CLIL in the post- COVID 19 era

Organizer: Sebrina, Mei-jung Wang 王美蓉 Dean of International College,
National Kaohsiung University of Hospitality & Tourism

Panelists:

Topic: Can the CLIL Approach Still Be Promising during University Lockdown? An Empirical Study Evaluating Teaching Performance and Learning Effectiveness in a Distance Education Model
Wen Hsien Yang 楊文賢 National Kaohsiung University of Hospitality & Tourism

Topic: Integrating VR into CLIL Lesson Design: Experiences from a Telecollaborative Project
Meei-ling Liaw 廖美玲 National Taichung University of Education

Abstract

COVID-19 has flipped traditional face to face exchanges and various positive and negative outcomes associated with emergency remote learning have been presented (Munoz et al., 2021). Appropriate pedagogical strategies are required to avoid low perceptions of community cohesiveness and interaction intensity due to the involuntary changes.

The dual-focus goal of the Content and Language Integrated Learning (CLIL) approach can facilitate the development of a greater language awareness and subject-specific knowledge among teachers, which would in turn help them more appropriately design students' learning. Although the benefits and challenges of distance learning have been extensively studied, there has been less research on whether the CLIL approach, which greatly relies on face-to-face interaction and collaborations with peers, can work well in a distance learning model.

The panelists will share their experiences of integrating digital devices and learning platforms such as VR, Nearpod, and Padlet into CLIL lesson designs. Also, the practice of the CLIL approach in a distance education model is evaluated in terms of teaching performance and learning effectiveness. A final discussion will focus on the possible theoretical and practical contributions of digital learning and CLIL to assist teachers navigating their way in the post-COVID 19 era.

Invited Panel 3:

Taiwan's Bilingual Language Policy: Planning, Practices, and Ideology

Organizer: Su-Chiao Chen 陳淑嬌 Professor of Applied Linguistics,
National Taiwan University of Science and Technology

Panelists:

Topic: Is the Proposed Language Planning and Policy Ready for Taiwan to Become a Bilingual Nation by 2030?
Su-Chiao Chen 陳淑嬌 National Taiwan University of Science and Technology

Topic: Bilingual Pre-Service Teacher Training and In-Service Teacher Professional Development
Jane Chien 簡雅臻, National Taipei University of Education
Yichung Huang 黃翊忠, Wenchang Elementary School, Taipei

Topic: Contextualizing CLIL in Elementary Schools in Taiwan: Language-Driven Perspective
Yu-ju Hung 洪玉如, Air Force Academy
Shu-cheng Chen, Sianbei Elementary School, Tainan

Topic: The Effects of English as a Medium of Instruction on Students' Reading Proficiency
Mei-Lan Lo 羅美蘭, National Taiwan Normal University
Chih-Lin Chung 鍾智林, Tamkang University

Abstract

The project of Taiwan becoming a bilingual nation by 2030 has been placed into the context of studies on bilingual policy and education. Issues of effective planning and implementation of the policy from both empirical and theoretical perspectives will be discussed. The presentations range from studies focusing on the process of language planning to the implementation focusing on teacher training, and teaching and learning practices in elementary schools and colleges. The panel contributors will also address the challenges in the process of language planning.

Invited Panel 3(1):

Is the Proposed Language Planning and Policy Ready for Taiwan to Become a Bilingual Nation by 2030?

Su-Chiao Chen

National Taiwan University of Science and Technology

Abstract

After the National Development Council (NDC) announced in 2018 a plan for turning Taiwan into a bilingual nation by 2030, a bilingual language policy has been proposed, and some preliminary bilingual education has been implemented in some well-equipped schools. Furthermore, KPI in the years of 2022, 2024, and 2030, respectively, have been projected (MOE, 2020). However, little attention has been paid to the role of ideology and the extent of language practices, both of which are essential components for an effective language policy model (Spolsky, 2004). For purpose of this study, Shohamy's (2006) model will be used to analyze the proposed bilingual language policy, particularly focusing on the analysis of mechanisms of language education and language in public space. The readiness of the policy will be discussed.

Invited Panel 3(2):

Bilingual Pre-service Teacher Training and In-service Teacher Professional Development

Jane Chien   National Taipei University of Education

Yichung Huang   Wenchang Elementary School, Taipei

Abstract

The Ministry of Education is pressed with time in rolling out bilingual education in the nation and has subsidized eight universities to set up centers for research on bilingual education to help facilitate this new educational policy. Taipei city being the capital of Taiwan, has taken the initiative to urge public schools to implement bilingual education with one-third of the curriculum taught in English. The plan is to reach seventy bilingual schools in seven years. Thus, bilingual teachers are in short supply. The language threshold for qualified bilingual teachers is at least attaining a level of English proficiency equivalent to level B2 of the European Framework of Reference for Languages in all skill subsets. What is even more challenging is having qualified teachers who have subject knowledge in English and teaching pedagogy to ensure children acquire the contents and skills. This presentation will briefly address how institutes of higher education facilitate the training of bilingual pre-service teachers, and will discuss the contrasting views on in-service teachers' professional development to teach bilingually.

Invited Panel 3(3):

Contextualizing CLIL in elementary schools in Taiwan: Language-driven perspective

Yu-ju Hung   Air Force Academy

Shu-cheng Chen   Sianbei Elementary School, Tainan

Abstract

To develop the citizenry's overall proficiency in English, the Taiwan government has enforced educational policies to encourage implementation of Content and Language Integrated Learning (CLIL) at all levels of education. Grounded on social constructivist learning theory, this dual-focus pedagogical approach has been well established in Europe and shown positive effects on English language learning and learning motivation. However, there has been little exploration of the effects of implementing CLIL in elementary schools in Taiwan. Given the likelihood that subject teachers lack sufficient English proficiency and familiarity with language teaching pedagogies, this study argues for feasibility of English teachers' practice of language-driven CLIL in elementary schools. This arrangement is essential in this research setting, where elementary school students are in beginning levels of English learning and need extensive language support in class. Also, subject content at the elementary school level can be easily handled by the language teacher. In the present study, an experienced English teacher with English C1 level of the Common European Framework of Reference for Languages (CEFR) was the classroom teacher, who incorporated science into English instruction in five fifth-grade classes. An integrated content and language assessment, a student learning motivation survey, and an interview with the English teacher were administered. The process how a language teacher incorporates subject knowledge into English instruction will be delineated. Also, the learning outcome and perceptions of the learners and the instructor will be analysed and reported. The results of this study can shed light on the effectiveness of the proposed language-driven CLIL in elementary schools in Taiwan with pedagogical implications for further curricular development and recommendations for related research.

Invited Panel 3(4):

The Effects of English as a Medium of Instruction on Students' Reading Proficiency

Mei-Lan Lo   National Taiwan Normal University

Chih-Lin Chung   Tamkang University

Abstract

Previous research findings have reported students' perceived improvement in English language proficiency after taking EMI courses. This study aims to examine the commonly perceived positive outcome by administering customized content-based pre- and post-reading proficiency tests collaboratively developed by the instructor and an English language teaching professional. The participants were 34 students taking "Transportation Engineering" from a university in northern Taiwan. This 3-credit EMI course meets three periods, with 150 minutes in total, per week. Sixteen units categorized into four themes were covered during the 18-week semester of fall 2018. The pre- and post-reading proficiency tests were conducted in week two and week 18, respectively. The findings show no significant differences between the two reading proficiency tests. The authors will discuss possible reasons and provide implications.