

國立中興大學

NATIONAL TAICHUNG UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Conference Manual



2022

● **International**
Conference on Applied English
2022 應用英語國際學術研討會

● **Bilingual**
Education and Cross-Cultural
Communication
雙語教育與跨文化溝通



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April 29, 2022

專題演講摘要及講者簡介

Invited Speech Abstracts & Speakers' Biodata

Time	Agenda	
8:30~8:40	Check-in	
8:40~8:50	Opening Ceremony	
09:00~10:00	Invited Speech 1 專題演講(一)	Main Site
		Moderator: Dr. Yikuan Lee, San Francisco State University, USA Sheree Wu, Linguist & Culture Consultant, USA <i>An Elated Linguist's Discoveries: Living the Languages & Cultures</i>
		Discussion/Q&A
10:00~10:30	Discussion/Q&A	
10:30~10:40	Break	
10:40~11:40	Invited Speech 2 專題演講(二)	Main Site
		Moderator: 林麗菊博士 (國立中正大學 副教授) 林子斌博士 (國立臺灣師範大學教育學系 教授) <i>雙語大學政策對高等教育的影響：以臺師大為例</i> <i>The Impact of Bilingual University Policy on Higher Education: Taking Taiwan Normal University as an Example</i>
		Discussion/Q&A
11:40~12:10	Discussion/Q&A	
12:10~13:10	Lunch Time	
13:10~14:25	Presentations	
14:25~14:35	Break	
14:35~15:50	Presentations	
15:50~16:00	Break	
16:00~17:00	Invited Speech 3 專題演講(三)	Main Site
		Moderator: Dr. Jozsef Szakos, Associate Professor, The Hong Kong Polytechnic University Prof. Thomas Tinnefeld, Saarland University of Applied Sciences, Germany <i>Bilingualism and Cross-Culturalism –Insights and Reflections from a European Perspective</i>
		Discussion/Q&A
17:00~17:30	Discussion/Q&A	
17:30~17:40	Closing Ceremony	

An Elated Linguist's Discoveries: Living the Languages & Cultures

SHEREE WU
Linguist & Culture Consultant , USA

Languages play both a unifying and a diversifying role in human society. Language is a part of culture. People learn languages to connect the family, community, and world. When multiple cultures encounter, it is important to understand the perspectives and customs of the group of people with whom we communicate for effective interactions. In this talk, various stories and incidents in reality will be shared to discover cross-cultural matters. We may start to ponder from these hiccups which are related to everybody's daily situation.

As a seasoned linguist who has been working with several major corporations in Silicon Valley for years, I will also reflect on linguists' habits and touch upon the joy, challenges, and golden rules of the profession, hoping to benefit those who are interested in entering this field.

Biodata:

Sheree Wu is a professional linguist and culture consultant in Silicon Valley. Her clients include Google, Apple, Netflix, and Disney+. Ms. Wu is a versatile translator and transcreator. She is renowned for her “eagle eyes” in the review/editing industry. Besides translation and review for corporations, she also provides interpretation services to school districts in California and Florida. She has authored multilingual nonfiction books and edited bilingual children's books.

Areas of interest:

Translation, Transcreation, Interpretation, Culture Consultation, and Creative Nonfiction Writing

雙語大學政策對高等教育的影響：以臺師大為例

The Impact of Bilingual University Policy on Higher Education: Taking Taiwan Normal University as an Example

林子斌教授
國立臺灣師範大學教育學系

In 2018, the Taiwanese government announced its ambitious bilingual policy aiming at making Taiwan a bilingual nation by 2030. The education sector is in the priority list representing the major drive of realizing this policy. As a result, the Ministry of Education launched several nationwide programs such as ‘Integrated Bilingual Teaching in Selected Subject Areas program’ and the ‘Program on Bilingual Education for Students in College’ (the BEST program). In this presentation, I would like to explicate the impact of bilingual policy on higher education through the case of National Taiwan Normal University (NTNU), one of the four bilingual universities. How does NTNU response to the BEST program at institutional level? How does an instructor practice the EMI teaching? The case of NTNU can offer a preliminary understanding on the influences of bilingual policy on higher education.

Biodata

Professor Tzu-Bin Lin works in the Department of Education and serves as Associate VicePresident for Academic Affairs, head of the Center for Teaching and Learning Development (CTLTD) and deputy director of the Office of Bilingual Education at National Taiwan Normal University (NTNU). Previously, he was deputy head of the Department of Education (2019 to 2020) and head of Practicum Office in the College of Teacher Education (2015 to 2018) at NTNU.

Prior to his current position in NTNU, he was the full-time learning researcher at Bournemouth University in the UK and assistant professor in the Policy and Leadership Academic Group in the National Institute of Education (NIE), Singapore (2009 to 2013).

Areas of interest

1. Education Policy and Leadership (with a special focus on policy sociology and curriculum leadership)
2. Language Policy and Bilingual Education
3. Media literacy
4. Multicultural Education

Bilingualism and Cross-Culturalism –Insights and Reflections from a European Perspective

Prof. Thomas Tinnefeld
Saarland University of Applied Sciences, Germany

Bilingualism entails cross-culturalism and vice versa. Both can be regarded with reference to society and with regard to the single individual. With reference to society, they have long-term political implications and are on the institutional agenda in Europe.

Language policy, which involves education in a second language, can then contribute to helping distinguish a nation or a region from others with its own idiosyncrasy through strengthened language competencies and dynamics. This is the case in Saarland, one of the smallest federal states in Germany.

Situated on the border of Luxembourg and France, Saarland does not only enjoy geographical proximity but also remarkable historical, socio-cultural and economic ties with France. It is hence not surprising that in 2014, the Saarland government officially announced its “France Strategy”, aiming to develop Saarland into the first multilingual state of Germany within one generation, with French, alongside German, becoming the main vernacular by 2043, and English being taught (and possibly mastered by the population) at a high level.

Against this background, the present talk will first introduce the fundamental framework of plurilingualism, multilingualism and cross-culturalism promoted in the EU, exemplifying the work of selected semi-political institutions, and subsequently examine the educational approaches that Saarland has implemented to foster the next generation's bilingual (German and French) proficiency. The talk will then be transitioned to an empirical setting, narrowing down to specific issues by highlighting findings from a study investigating the language and cultural attitudes of Franco-German bilingual students and alumni. The talk will be rounded off by a pedagogical analysis and discussion with a focus on bilingual language speakers' experiences and reflections, providing an authentic picture of language use in reality.

Biodata:

Full professor of Applied Languages at Saarland University of Applied Sciences in Saarbrücken, Germany. He is the editor of the international Journal of Linguistics and Language Teaching and the Saarbrücken Series on Linguistics and Language Methodology (SSLLM) as well as the chair of the

biennial Saarbrücken Conferences on Foreign Language Teaching. He has authored and edited multiple publications in the field of applied linguistics and language methodology.

Areas of interest:

Main research interests are languages for specific purposes, grammar and grammaticography, and interculturality.

論文摘要

Paper Abstracts

Site 1

13:10~14:25	主持人：徐琍沂教授
	發表者：Charlie Taylor, Chen-Li Huang 題目：Comparing Duolingo Use to a Beginner University Language Class
	發表者：邱富彥 題目：探討體驗式學習在提高商務英語口語能力和商務技能方面之有效性 An exploration of the Effectiveness of Experiential Learning in Improving Business English Speaking Skills and Business Skills
14:25~14:35	Break
	發表者：黃黎淵芳、陳怡蓁 題目：擴增實境對於輔助在台國際學生學習華語之研究 Augmented Reality as a Reinforcement to Facilitate Chinese learning for International Students in Taiwan
	發表者：李曉揚、張理宏 題目：桌上型遊戲融入英文字母拼讀教學對國小二年級學生英語閱讀之成效研究 The Effects of Phonics Instruction with Board Games on English Reading Learning of Second Graders in the Elementary School
14:35~15:50	發表者：李敏華、陳昱宏 題目：行動學習融入英語差異化教學之研究：以國小五年級學生為例 A study on the Integration of Mobile Learning into Differentiated Instruction of Fifth Grade English Learning
	發表者：辛依靜 題目：國小英文跨文化主題式教學在雙語教育之實踐 The practice of English cross-cultural thematic teaching of Elementary school in bilingual education
	Break
15:50~16:00	Break

Comparing Duolingo Use to a Beginner University Language Class

Charlie Taylor&Chen-Li Huang

Teacher, National Taitung Senior High School

Duolingo is a language learning app that is used by millions of people around the world. Duolingo claims to be the world's best way to learn a language and asserts that research proves it works. These claims are supported by three white papers featured on the Duolingo website, two of which (Jiang et al., 2020; Jiang et al., 2021) compare the language acquisition of students using Duolingo to those studying a language at university. The studies conclude that completing the basic Duolingo course is equivalent to four months of undergraduate language instruction, and completing seven units is equivalent to five semesters. However, these studies have problems with selection bias—they compare highly motivated Duolingo volunteers to university undergraduates completing a mandatory language requirement—and with validity—in that the proficiency of the Duolingo users measured in the studies is likely not exclusively due to Duolingo use.

This study aims to address these problems by conducting a more methodologically sound comparison of Duolingo use and university courses. The research compares the progress made by novice German students in a class at a university to that made by Duolingo users. This study addresses selection bias by drawing both experimental and control groups from the same pool—students at a university in Southern Taiwan. Furthermore, it addresses validity in that all the students in the control and experimental groups are complete beginners with no prior experience of the language, and they are prohibited from getting any extracurricular German instruction during the intervention. The control group receives ten hours of classroom instruction and the experimental group uses the Duolingo app for ten hours, after which their progress is measured using a standardized test and oral interviews. Preliminary results suggest students who receive classroom instruction outperform those who use Duolingo in terms of oral proficiency.

References:

- Jiang, X., Chen, H., Portnoff, L., Gustafson, E., Rollinson, J., Plonsky, L., & Pajak, B. (2021a). *Seven units of Duolingo courses comparable to 5 university semesters in reading and listening* [White paper]. <https://duolingo-papers.s3.amazonaws.com/reports/duolingo-intermediate-efficacy-whitepaper.pdf>
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An exploration of the Effectiveness of Experiential Learning in Improving Business English Speaking Skills and Business Skills

邱富彥

國立勤益科技大學應用英語系助理教授

The business globalization trend and the growing impact of English as a lingua franca (ELF) highlight the ever demanding importance of English proficiency. Fluent English communicative ability has become a crucial employment requirement in many global business enterprises (Jenkins, 2008). However, empirical research exploring the English learning experiences and practices of Business English teaching remains scant. In order to shed lights on the importance of business communication in authentic business settings, the researcher adopted Project-based Learning (PjBL) and integrated experiential learning activities into a Business English Speaking course. The participants of this study were student-volunteers at the Cross-Strait Floral Exposition providing event interpretation services that could be beneficial to work ethic development and career preparation. Qualitative and quantitative data from the 68 students' reflective journals as well as seven semi-structured interviews were utilized to explore the participants' observation and conceptualizations. The skills learned and the perceptions formed through the active experimentation were summarized. The students improved their business skills, enhanced their English learning motivations, practiced their speaking skills, and experienced one of the future possible career paths first-hand. Recommendations are formed regarding Business English education at a tertiary level.

Keywords: Business English Teaching, Experiential Learning, Project-based Learning (PjBL), Career Education

Augmented Reality as a Reinforcement to Facilitate Chinese learning for International Students in Taiwan

黃黎淵芳&陳怡蓁

元智大學應用外語學系碩士生與專任教授

As the number of international students enrolled in Taiwan's higher education is growing every year, ways to assist international students in adapting to a new environment become important. Both cultural adjustments and social interactions require language ability, yet Chinese is considered one of the most difficult languages to learn due to its writing and tonal system. Augmented Reality (AR) technology is believed beneficial, for that it creates a scaffolding for novice L2 learners to apply their world knowledge in comprehending the new language. With the intention to assist newly-arrived international students as novice CSL learners in making a smooth transition to their life in Taiwan, the study describes the development of a mobile-based AR application named YZU Mandarin Fit. Lesson content cover situations students will encounter during the first sojourn stage to help them receive quick reception at school. Learners use virtual clues with supports of AR to find locations on campus and complete assigned tasks. Communication skills are emphasized through conversations and pronunciation practices, while the audio-recording function supports the implementation of shadowing technique. Frequently-encountered vocabulary is provided as a survival dictionary. Surveys of user feedback toward the app were carried out with 19 international students of bachelor, master, and doctoral degree. The students agreed that topics of the app were relevant to their campus life and made them eager to learn more Chinese. The results show positive signs, suggesting that learning Chinese through YZU Mandarin Fit lower students' stress levels while gaining greater motivation in adaptation.

Keywords: Augmented reality, Survival-oriented, Mobile-based Application, Task-based learning, Chinese as a Second Language

The Effects of Phonics Instruction with Board Games on English Reading Learning of Second Graders in the Elementary School

張理宏、李曉陽

屏東大學英語學系教授

屏東大學英語學系學生

This study aims to examine the effects of phonics instruction with board games on second-grade elementary school students' English reading learning, including phonemic awareness, word recognition, and reading performance.

The participants are 57 Taiwanese second graders from two classes at an elementary school in Pingtung City. Two classes were designed as experimental group and control group followed by a quasi-experimental research. After the explicit phonics approach, the experimental group received board games activities, while the control group received learning sheets activities for 15 weeks. The instruments in the study included the pre/post phonics and alphabet knowledge tests, the pre/post questionnaires, the interviews, and the classroom observation sheets. Data were collected quantitatively and qualitatively. Paired samples t-test was used to analyze the pre/post phonics and alphabet knowledge test. The independent sample t-test and the descriptive statistics were applied to measure the learners' responses in the pre/post questionnaires. To explore the learner's thought about board games and learning sheets learning activities followed by the explicit phonics approach, the interviews and the classroom observation sheets were employed. In addition, the interviews and the classroom observation sheets can support the research findings.

The research findings showed that the experimental group got higher average score in the posttest than the control group. It indicated learners can effectively benefit from board games on phonics learning in terms of phonemic awareness and word recognition. In particular, the experimental group significantly outperformed the control group on English reading performance. Based on students' interviews and classroom observations, board game activities offered students repeated oral phonics manipulation opportunities and created positive learning atmosphere to increase students' motivation towards phonics learning.

According to the results, suggestions and pedagogical implications for elementary school teachers to integrate board games activities with phonics approach to develop students' reading ability has been brought forward.

Keywords : Explicit phonic approach, phonemic awareness, word recognition, board games

A study on the Integration of Mobile Learning into Differentiated Instruction of Fifth Grade English Learning

李敏華 & 陳昱宏

新北市新莊區丹鳳國民小學科任教師 & 臺北市立大學學習與媒材設計學系

本研究旨在探討行動學習融入英語差異化教學，對國小五年級學生英語學習動機及學習成就之影響。本研究採準實驗研究之不等組實驗設計，以新北市某國小五年級兩個班(分別為實驗組和控制組)共 52 位學生為研究對象，進行 6 週之教學。期間實驗組施以行動學習融入差異化教學，控制組施以傳統行動學習教學。教學前後以自編英語學習動機量表及英語學習成就測驗進行前、後測，並與學生學習後訪談、教師省思札記與課堂觀察記錄進行交叉分析。

本研究預期結果如下：

- 一、行動學習融入差異化教學後，實驗組的英語學習動機顯著優於控制組。
- 二、行動學習融入差異化教學後，實驗組的英語學習成就顯著優於控制組。
- 三、學生對行動學習融入差異化教學有正面積極評價。

關鍵詞：行動學習、差異化教學、英語學習成就、英語學習動機

The practice of English cross-cultural thematic teaching of Elementary school in bilingual education

辛依靜

臺中教育大學教師專業碩士學位學程研究生

Under the concept of bilingual education, this study explores the practice of primary English teachers in cross-cultural thematic teaching. This study uses action research to teach 27 fourth-grade students of a class. The course is mainly based on self-edited teaching materials, supplemented by textbooks, and carries out cross-cultural English teaching with the theme of Brazil and Thailand. In the teaching process, teachers use Chinese and English as the teaching medium, and explore students' English cross-cultural learning in the situation of bilingual education through student presentations in class, self-exploration of worksheet, after-class interviews, teacher community discussions, teachers' teaching reflections, and teacher feedbacks. The results show that students' English learning motivation is generally improved, providing a bilingual environment, allowing students to get used to two teaching languages, cultivating students' cross-cultural communication skills, and encouraging students to dare to speak English, which are effective ways for teachers to fulfill bilingual education.

Keywords: bilingual education, cross-cultural communication, thematic teaching.

論文摘要

Paper Abstracts

Site 2

	主持人：曾琦芬副教授
13:10~14:25	發表者：羅筱茜(Hsiao-Chien Lo),Teng-Lung Peng 題目：專案導向學習對於 EFL 科技大學生創意性思考能力之影響 Effects of Project-based Learning on Technological University EFL Students' Creative Thinking Skills
	發表者：黃湘玲、凌旺楨 題目：EMI Teacher Professional Development in EFL Higher Education: A Medical University Case
	發表者：魏彭芯、陳祥頤 題目：英語自我效能與閱讀策略之相關研究 Exploring EFL Learners' Self-Efficacy and the Use of Reading Strategies
14:25~14:35	Break
	主持人：張碧蓉教授
14:35~15:50	發表者：Elly Ramadhani Sipayung 題目：印度尼西亞伊斯蘭宗教教育電子教科書中的宗教間容忍價值觀代表 Interfaith Tolerance Values Representation in Indonesia' s Islamic Religious Education Electronics Textbook
	發表者：Mahmood K. Ibrahim & Ulrike Tabbert 題目：Do not ask how? – A Critical Stylistic Approach to Sherko Bekas' poem “The Martyrs' Wedding”
	發表者：蕭婷穗 題目：單口喜劇的在地化幽默翻譯探討 Humor translation strategies of Standup comedy-exploring the involvement of localization
15:50~16:00	Break

Effects of Project-based Learning on Technological University EFL Students' Creative Thinking Skills

羅筱茜(Hsiao-Chien Lo), Teng-Lung Peng

Dept. of Applied Foreign Languages, National Yunlin University of Science and Technology

In recent years, the issue of cultivating student's creative thinking skills through student-centered learning has received considerable attention. However, few researchers have been able to draw on any systematic research into such an issue from the perspective of "project-based learning" in EFL courses. Therefore, the purpose of this study was to examine the effects of project-based learning on technological university EFL students' creative thinking skills. In addition, this study also explored participants' perceptions of using project-based learning to cultivate their creative thinking skills. A total of 43 students of the Department of Applied Foreign Languages at a technological university in central Taiwan participated in the study. This case study applied an embedded mixed-method design. Research instruments included a pre/post-survey of creative capability scale, a project participation questionnaire of 5-point Likert scale, and focus group interviews. Research findings revealed that participants made a slight improvement in creative thinking skills. Besides, based on the questionnaire and interview data, the participants had positive perceptions of the project-based learning employed in the classroom. In conclusion, the findings suggested that the implementation of project-based learning had a positive effect on participants' creative thinking skills. The researcher also discussed some pedagogical implications for EFL instructors who are interested in the instruction of project-based learning in EFL classrooms.

Keywords: creative thinking skills, student-centered learning, project-based learning, perceptions, creative capability scale

EMI Teacher Professional Development in EFL Higher Education: A Medical University Case

黃湘玲 & 凌旺楨

臺北醫學大學雙語教育推動中心主任 & 博士後研究員

This study investigates the promotion of teacher professional development at a medical university in Taiwan. The present university offers bilingual education and establishes EMI curricula to cultivate globally competent students to become a world-class medical university. Since teacher efficacy is the key to successful EMI courses, this study employs Interconnected Model of Professional Growth (Clarke and Hollingsworth 2002) and explores the attitude and pedagogical needs of the full-time teachers by using questionnaire. Almost 130 teachers were sampled through our procedure. The finding shows that the vast majority of teachers support the implementation of bilingual education to increase global competence. However, they also show concerns toward EMI curriculum design. First, they tend not to offer EMI courses to undergraduate students, worrying that this may influence both teaching quality and student learning outcome. Second, they are reluctant to teach National Examination subjects in English. Students in most of the departments in the medical university are urged to pass National Examinations, which are conducted in Mandarin. Offering the related subjects in English will reduce student learning motivation and thus influence the pass rate of the National Examinations. Third, teachers sought to improve their EMI teaching skill and they are willing to attend relevant EMI training workshops. In terms of the apprehension of the teachers, this study proposes a new model for teacher professional development to sharpen teacher's EMI teaching skills and enhance their quality of teaching that fit in the context of the medical university.

Keywords: EMI (English as a medium of instruction), teacher professional development, quality assurance, medical university

Exploring EFL Learners' Self-Efficacy and the Use of Reading Strategies

魏彭芯 & 陳祥頤

銘傳大學應用英語系所學生 & 副教授

It is well-known that EFL learners have to overcome massive and unfamiliar information written in English owing to the changing world. With the expectation of becoming proficient English users, Taiwan government has decided to enforce bilingual nation policy in 2030 so as to shorten the distance between Taiwan and the world. Hence, various recipes enhancing English proficiency became the attention of discussions again. Although numerous studies have suggested the factors influencing the achievement of English learning, self-efficacy has been one of key factors commonly mentioned for long time. For instance, some studies reported that high self-efficacious learners tend to utilize learning strategies more frequently to reach learning success. Additionally, reading skills were recommended the salient approach to English achievement as well. It was found that good readers apply reading strategies to assist them comprehending the context meaning. Nevertheless, the studies regarding the correlation between English self-efficacy and reading strategy use among college students are still scarce in Taiwan. As a result, the purpose of this quantitative study is to explore EFL learners' English self-efficacy and reading strategy applications. The samples were 234 college students in northern Taiwan. The major result shows that most participants have high level of English self-efficacy. Moreover, college students with higher English self-efficacy would employ reading strategies more often. Social strategies were discovered to be used the most frequently among five strategies. It is hoped that the findings of the use of reading strategies adopted by self-efficacious learners in this study could offer beneficial information for English learners and teachers in EFL contexts.

Keywords: bilingual nation, English proficiency, self-efficacy, reading strategies

Interfaith Tolerance Values Representation in Indonesia's Islamic Religious Education Electronics Textbook

Elly Ramadhani Sipayung

Department of Education, National Chiayi University

Society, according to functionalism, is a system of interconnected elements that work in harmony to keep the whole in a state of balance and social equilibrium. Education institutions, particularly schools, play a significant role in maintaining society's harmony by establishing the principles of peace, tolerance, and cohabitation. As a result, in learning-teaching activities, planting and growing tolerance should be viewed as an interconnected system or process. In a diverse country such as Indonesia, interfaith conflicts are among the most common, and therefore, to avoid the conflicts, it is necessary to establish harmony amongst religions by fostering tolerance. With 87.2% of the entire population, Islam is the religion with the biggest followers in Indonesia. Religious education is a required subject from elementary level to college. Islamic religious education is a deliberate effort to prepare students in practicing Islam while also paying attention to the importance of respecting other religions to maintain the nation's harmony. This study aims to examine the interfaith tolerance values instilled in Indonesia's Islamic religious education electronic textbook. Qualitative content analysis is employed to analyze the contents of the textbook. The present study discovers that the textbook contains a fair amount of tolerance exposure and is portrayed in pictures, reflective narrations, contextual discussions with problem-solving inquiries, and Qur'an verses as the fundamental reference for Muslims to embrace tolerance. The narration in the textbook uses and represents Muslim's (family) point of view which is understandable because the book is for Muslim students. However, providing some narrations with other religions' settings or perspectives may make the book more contextual. Future studies may consider widening the study into the symbol interpretation or language content analysis to disclose richer findings.

Keywords: interfaith tolerance, Indonesia, religious education, e-book

Do not ask how? - A Critical Stylistic Approach to Sherko Bekas' poem "The Martyrs' Wedding"

Mahmood K. Ibrahim & Ulrike Tabbert

Imam Ja'afar Al-Sadiq University Kirkuk, Iraq & University of Huddersfield, UK

During the time of Ba'athist Iraq (1968-2003), an incident occurred in Kurdish poet Sherko Bekas' hometown Sulaimaniyah. Three students (Aram Muhammed Karim, Sardar Osman Faraj and Hiwa Faris Fayege) were shot dead on December 17, 1985 after they were arrested in front of their school for political reasons. Their deaths prompted Bekas to write his poem "The Martyrs' Wedding".

In our paper, we approach the linguistic construction of the three martyred students by using the framework of Critical Stylistics (Jeffries 2010). This approach is a further development of a stylistic analysis of poetry and especially suited to detect ideological meaning in the text as Bekas used the art of poetic writing to express his political stance on the murders.

Critical Stylistics formulates ten textual-conceptual functions of texts, among them naming and describing entities (e.g. the meaning created by Bekas' repeated use of "three" in pre-modifying positions when naming the students) which will be the focus of our analysis.

Furthermore, we look at negation in this rather lengthy poem (922 words in the original, 1,252 words in the English translation of the poem by Ibrahim, calculated with AntConc), foregrounded most prominently in eleven repetitions of the phrase "Do not ask (how)". With this paper, we build on our earlier work on selected poems from Bekas' oeuvre (Ibrahim 2018, Ibrahim & Tabbert 2021a, Ibrahim 2021b).

References:

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Humor translation strategies of Standup comedy-exploring the involvement of localization

蕭婷穗

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Humor translation challenges most translators so does audio-video-translation (AVT). Netflix, one of the most trending media platforms, tended to utilize localization as their primary translation strategy to target Taiwanese audiences. By recruiting authentic translators to customize Taiwanese translation version might be appealing to local audiences and boosting the reviewing rate. Standup comedy has been a lead in western pop culture for years. The themes contain not just personal opinions but politics, gender, economic and values. Therefore, to understand standup comedy, the audiences are requested to have some basic knowledge of many things. To introduce western humor to Taiwanese might rely on different translation strategies. Along with different interests in the Taiwanese market, Taiwanese audiences seems to require more than word to word translation, but to pursuit more cultural involvement. The research collected data from several most viewed standup specials on Netflix platform to examine its interpreting directions and intention of delivery. However, the frequency of the employed strategies was studied to find which strategy has the highest potential for conveying the intended meaning. The result revealed that Netflix does bring in localization strategy for the Taiwanese audiences, but the result could not present the level of localization. Thus, it is difficult to examine if Netflix fully implements the intention. In conclusion, standup special contains multiple elements, therefore, translators should acknowledge the difficulties and translate among adaptations. Also, to aim at being compatible to as many as audiences at once, Netflix made its translators to follow specific regulations. Indeed, detailed analysis should be discussed within a larger database. Still, the result devoted its contribution to raising the attention of localization strategy when it comes to translating humor with outstanding personal characters and controversial topics as background. Undoubtedly, sense of humor might be judged due to individual tastes, although translation strategies might be a key to open the fun box.

Keywords: Audiovisual translation, humor translation, culture-specific, standup and translation strategies.

論文摘要

Paper Abstracts

Site 3

	主持人：賴政吉助理教授
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	發表者：Sneha Mishra 題目：English as the lingua franca in Puducherry' s touristic location
	發表者：洪宇慶 題目：國人對於政府推行雙語國家政策之認知類型研究—以雙北地區公教勞為例 People' s Cognitive Styles of Bilingual Nation Policy: A Study on Government Employees, Teachers and Workers in Taipei and New Taipei City, Taiwan
14:25~14:35	Break
	主持人：李麗秋教授
14:35~15:50	發表者：Behnam Behforouz & Ali Al Ghaithi 題目：The Effect of Interactional Corrective Feedback Through a Computerized Course on Omani EFL Students' Writing Performance
	發表者：Mashaal Aldossary 題目：Spelling errors by L1 Arabic English users and the type of discipline
	發表者：Annie Mae Berowa & Aprillette Devanadera 題目：Looking at Motivation and English Language Learning: Perspective from Vietnamese Students in the Philippines
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Language Attitudes of Vietnamese Students towards Mandarin Chinese: A Survey in Taiwan

丁鈺嘉 & 黃麗蓉

靜宜大學英國語文學系研究生 & 助理教授

Previous studies have suggested that language attitudes influence the language learning process and the outcomes. As such, the attitude has received considerable attention from both first and second language researchers (e.g., Agheyisi & Fishman, 1970; Gardner, 1985). To follow this line of research, the current study focused on language attitude and Vietnamese students in Taiwan.

The Taiwanese government implemented the New Southbound policy in 2016, and this policy has brought many students from Southeast Asian countries to Taiwan. Especially, Vietnam, Malaysia, and Indonesia's international students are Taiwan's top three resource countries. Moreover, in the 'Test of Chinese as a Foreign Language' (TOCFL) exam, Vietnam has had the most significant proportion of the total number of foreign applicants who registered for the exam in the past five years. Therefore, this study investigated Vietnamese students' language attitudes towards Mandarin Chinese and how such language attitudes are related to personal factors including gender, educational level, major, and duration of learning Mandarin Chinese.

The instruments of the research included a questionnaire and a focus group interview. The researcher had recruited 30 Vietnamese students studying in universities in Taiwan and invited five participants for a focus group interview. The preliminary findings show that the participants showed negative attitudes towards learning Mandarin Chinese. In addition, there were statistically significant attitudinal differences regarding gender, educational level, and major but not the duration of learning Mandarin Chinese on the demographic profile. The presentation will report the preliminary findings from the research.

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English as the lingua franca in Puducherry's touristic location

Sneha Mishra

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Globalization has considerably influenced the tourism and hospitality industries in adopting English as the lingua franca of the two sectors. Puducherry, a French colonial settlement in southern India until 1954, is a popular tourist destination due to its natural scenery, beautiful beaches, stunning heritage, spirituality, and French architecture. As in most tourist places of the world, English has become the most prevalent language among tourists and the service providers in Puducherry.

In the context of this former French town, the tourist guides, transportation drivers, hotels' and restaurants' staff, shopkeepers et cetera utilize English while discharging their hospitality and touristic services to ensure a convenient and comfortable visit to the city. With English as the lingua franca, it becomes convenient for both the hosts and visitors to acquaint with the local protocols, cultures, and destinations. The present study investigates the purpose and properties of the English language as employed by several stakeholders in Puducherry's touristic and hospitality sectors. It explores the following objective questions:

- 1) What is the current language situation of Puducherry?
- 2) What communicative strategies did Puducherry's tourism and hotel industry employ while interacting with guests?
- 3) What role do these communicative strategies serve in facilitating communication between different stakeholders in this touristic location?

For the study, data is collected from 35 respondents. They are hotel staff, shop owners, security personnel, and tourists. The respondents are selected to represent the different stakeholders from both host and guest categories. The data-set comprises naturally occurring conversations in English that were audio-recorded, transcribed, and then analyzed. The study also utilizes Communication accommodation theory to analyze the data.

The findings show that different stakeholders utilize English as the lingua franca of Puducherry's tourism to accommodate one another and ensure security and comfort.

People's Cognitive Styles of Bilingual Nation Policy: A Study on Government Employees, Teachers and Workers in Taipei and New Taipei City, Taiwan

洪宇慶

新北市政府研考會組員

在世界一體地球村概念的趨勢下，具備英語溝通能力，已成為通往國際社會不可或缺的個人能力要素。我國政府著眼於「厚植國人英語力，提升國家競爭力」，現正積極地推動「2030 雙語國家政策」，將以 2030 年為期，形塑臺灣成為雙語國家。爰此，本研究透過文獻探討雙語教育、新加坡語言制度、語言學習動機、認知理論等議題，後續用 Q 方法進行小樣本分析，研究對象為雙北地區公、教、勞群體，過程共發展出 54 筆陳述句作為訪談題項，P 集合有效樣本 26 份，並根據研究結果歸納出國人對於政府推行雙語國家政策之認知類型，命名為：「文化溝通型」、「教育機會型」、「職涯發展型」、「國家願景型」等四種認知類型，結論並提出 4 項國家語言政策發展意涵及建議。

關鍵字：認知、雙語教育、多元群體、Q 方法

The Effect of Interactional Corrective Feedback Through a Computerized Course on Omani EFL Students' Writing Performance

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The current study investigates the efficiency of interactional corrective feedback on the performance of Omani EFL learners' writing performance through electronic platforms. To this end, 94 Omani English as a Foreign Language (EFL) learners were selected based on the college placement test. The participants were randomly assigned into one experimental group and one control group each including 47 students. To collect the required data, before starting the treatment, both groups were pretested by a writing test. The experimental group then received the treatment using interactional corrective feedback and additional comments, whereas the control group received only corrective feedback on forms and structures of the final draft. In addition, in order to elicit the students' attitude towards interactional corrective feedback, a survey was distributed among the participants of the experimental group. The result of the Mann-Whitney U Test for the comparison of the control and experimental groups showed a significant difference between the mean scores of the two groups. It means that interactional corrective feedback had a statistically significant effect on EFL learners' writing performance. Besides, the findings of the survey showed that participants emphasized the importance of receiving interactional corrective feedback from their teacher. The results of the current study can have some implications for teachers to implement more feedback sessions, not only on writing tasks of students but also on the other skills equally.

Keywords: Interaction, corrective feedback, computerized writing, Oman, EFL learners

Spelling errors by L1 Arabic English users and the type of discipline

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Studies of English spelling errors by L1 Arabic speakers have looked at 1) causes of spelling errors, 2) problems that Arabic learners have with English spelling, and 3) whether there is L1 transfer. So far, there has been little research using participants in tertiary education and the relationship between spelling errors and discipline of study. This research tests 40 L1 Arabic speakers of English who are studying or have studied at the undergraduate and/or graduate level in an English speaking country for varying lengths of time. The participants consisted of equal representations of students of natural sciences, social sciences, and humanities. A control group of 10 non-native English speakers with L1s other than Arabic and who are/were studying at the undergraduate and/or graduate level was also tested. Both groups of participants took two spelling tests. Both tests targeted spelling errors usually associated with L1 Arabic speaker: four short vowels (/ɪ/, /e/, /æ/, /ʌ/), four long vowels (/i:/, /u:/, /ɑ:/, /ɔ:/), four consonants (/p/, /b/, /v/, /f/), and one consonant cluster (/s//t//l/). The first test was a dictation test, and the second one was a spelling judgment test. Results so far suggest that participants with a social science majors have fewer spelling errors associated with the targeted segments whereas participants with a natural science major have more spelling errors. In addition, the length of stay in an English speaking country seems to have a positive impact on spelling; the longer they stay, the more accurate spelling they have. Such results would broaden our understanding of English spelling errors by Arabic-English speakers and can help further explain to Arabic L2 English speakers why they have particular spelling mistakes.

Looking at Motivation and English Language Learning: Perspective from Vietnamese Students in the Philippines

Annie Mae Berowa & Aprillette Devanadera

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Motivation is a driving force to sustain long and often tedious learning process. It has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second language (L2) and even in foreign language learning. Because of the desire to explore the area of L2 motivation of those learners who are under unique circumstances, this study was conducted to discover the English language use in the different domains among Vietnamese university students in the Philippines, and their motivations in learning English through qualitative approach. Based on data obtained through interviews, it was found that participants always use the English language inside and outside their classrooms; within the university premises; and in the meetings/seminars/conferences. On the other hand, Vietnamese students seldom use English when they are in their dormitories, and when they are with Vietnamese friends. Moreover, the results showed that participants have high instrumental motivation in learning English for upward and outward mobility as they believe that it is the gate that they must get through in order to climb the social ladder. It was also interested to discover that participants displayed integrative motivation because of their desire to learn English for effective communication especially in a foreign land.

Keywords: Motivation, English language learning, Vietnamese Students

論文摘要

Paper Abstracts

Site 4

	主持人：黃怡靜副教授
13:10~14:25	發表者：鍾羽雯 題目：CLI 應用於國小四年級數學教學的實踐歷程 The Practice of Using Content and Language Integrated Learning (CLIL) Instruction to Teach Elementary Fourth Grade Mathematics
	發表者：高嘉宏 題目：高中美術課程雙語教學之模式探討 A Study on the Module of Bilingual Teaching in Art Courses in Senior High School
	發表者：下元宏展(Shimomoto Hironobu) 題目：從多元語言觀點探討台灣之雙語政策 Bilingual Policy in Taiwan from Perspective of Plurilingualism
14:25~14:35	Break
	主持人：廖妃絢副教授
14:35~15:50	發表者：陳姿仔、陳昱宏 題目：應用 Quizlet 學習英語字彙之個案研究-以國小學習扶助學生為例 A Study of English Vocabulary Learning Using Quizlet - A Case of Students in Remedial Instruction
	發表者：周一銘、盧昱勳 題目：對教育部課綱英語字彙表的改進建議：基於口語語料庫的分析 Suggestions to improve wordlist of MOE Curriculum Guidelines: A spoken corpus-based analysis
	發表者：蔡欣雲 題目：大學生學習策略使用之英文閱讀理解 The use of learning strategies for the students with lower English proficiency on reading comprehension
15:50~16:00	Break

The Practice of Using Content and Language Integrated Learning (CLIL) Instruction to Teach Elementary Fourth Grade Mathematics

鍾羽雯

國立清華大學 教育與學習科技學系 碩士生

繼「2030 雙語國家」政策，各縣市小學多以學科內容與語言整合教學（CLIL）推動雙語教育。本研究旨在探討CLIL在國小四年級數學角度單元的實踐歷程與學生的數學和英語表現，透過教室觀察紀錄、訪談、文件資料、教師省思日誌等質性資料，輔以CLIL測驗卷與角度測驗卷等量化資料分析。研究結果發現學生在量角器報讀、量角與畫角、角的分類與旋轉角概念答對率皆達七成五以上，約四分之三的學生能讀懂、聽懂並說出角度核心概念的單字與句型，如「What' s the measure of angle? The measure of angle is 90° .」與「It' s a(n) right/straight/acute/obtuse angle.」。因此本研究建議CLIL數學教學的可行模式，先從學生熟悉的內容和語言著手，先使學生完成低認知與低語言的任務，再加入全新的內容和語言，最後可嘗試挑戰高認知與高語言任務。

關鍵詞：學科內容與語言整合教學、雙語教學、數學教學

A Study on the Module of Bilingual Teaching in Art Courses in Senior High School

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因應 2030 雙語國家政策，教育部近年來積極推動各教育階段的雙語教學，在學科知識的學習外，一併提升語言能力，厚植國家競爭力。本研究目的為透過教學現場的課程發展實務，提供中等學校美術課程雙語教學的發展模式。研究者參與教育部國民中小學部分領域課程雙語教學計畫，同時進行中小學在職教師雙語教學增能學分班培訓，以史丹福大學(Stanford University)哈索·普拉特學院(Hasso Plattner Institute)的設計思考(Design Thinking)為模組教材，融入溝通式教學法(Communicative Language Teaching, CLT)的策略運用，進行高級中等學校美術課程雙語教學。經由行動研究，檢核學習成果及回收學習者問卷，歸納美術課程雙語教學之省思：以藝術為核心的課程規劃、多模態的教材設計、教學時程與節奏的轉化、跨語言實踐(translanguaging)之運用，並提出美術雙語教學的 EASY 模式，包含同理心(Empathy)、藝術本位(Art-based)的教學、支持系統(Support)與雙語教學策略(Pedagogy)。

關鍵詞：藝術教育、雙語教育

Bilingual Policy in Taiwan from Perspective of Plurilingualism

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華梵大學外國語文學系 助理教授

中華民國政府推出了「雙語 2030」政策，以提高臺灣人的英語水準，在全球社會中更具競爭力。為了推動雙語政策，教育部啟動了「大專校院學生雙語化計畫」，並鼓勵臺灣的大學開設更多以英語為教學媒介語(English Medium Instruction: EMI)的課程。本研究的目的是探討臺灣雙語政策的目標以及多元語言的現況，並討論在臺灣的外語教學上如何應用多元語言能力(plurilingual competence)的理念來推廣多元語言以及多元文化。另外，筆者也利用日本的案例與其他觀點相互比較，找出有利之處後提出建議，期望更有效地推動臺灣的雙語政策，實現臺灣國際化的目標。

關鍵詞：雙語政策，外語教學，多元語言，多元文化，國際化

A Study of English Vocabulary Learning Using Quizlet – A Case of Students in Remedial Instruction

陳姿仔&陳昱宏

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本研究旨在探討 Quizlet 融入國小學習扶助課程對於學生提升其英語字彙能力的影響，以及了解學生對於運用 Quizlet 輔助英語字彙學習的學習感受。本研究採用個案研究，研究對象為 5 名五年級學童，每週四節課、每節 40 分鐘，共進行十八堂的實驗課程。

研究結果主要採用質性分析，透過前後測和字彙學習單，以了解學生字形辨認、字義辨認、字彙聽辨、看字讀音以及單字拼寫之字彙能力的變化情形。實驗結束後，結合教師的教室觀察記錄與學生學後回饋單和訪談的資料，以了解學生對於運用 Quizlet 輔助學習的回饋。

本研究運用 Quizlet 融入於國小學習扶助課程中，期望藉由 Quizlet 之五項多樣化的學習功能，以及三項富有趣味的遊戲功能，達成改善學習扶助學生英語字彙能力低落的問題，並且提升學生對於英語字彙學習的興趣，以期能作為未來相關研究之參考。

關鍵詞：Quizlet、學習扶助、英語字彙、學習感受

Suggestions to improve wordlist of MOE Curriculum Guidelines: A spoken corpus-based analysis

周一銘 & 盧昱勳

國家教育研究院助理研究員 & 專案助理

本研究旨在利用大型口語語料庫數據結合專家諮詢，建置符合臺灣學生需求的口語字表，並提出課綱字表改進建議。臺灣學習者普遍缺乏英語口語能力，而學者普遍認為字彙能力與語言學習成效密不可分 (Li & Huang, 2008)。然而，過去研究多偏重書面語、字彙量 (Hu, 2020)，本研究則從口語觀點出發。我們以 the TV Corpus、the Movies Corpus 和 Corpus of American Soap Operas 合計 6.5 億字為基礎，建置了口語高頻字表；並比對課綱、地方縣市等字表，經專家評估篩選，提出國小 (403 字) 及國中 (2,250 字) 推薦字彙。推薦字彙之覆蓋率高出課綱或縣市字表 1.4%-7.1%，確實能有效增加口語屬性。字彙表同時標註詞頻、分級、語法功能、適用情境等訊息，方便學生、教師和編者對照運用。研究成果可望為雙語教學和字彙研究帶來貢獻。

The use of learning strategies for the students with lower English proficiency on reading comprehension

蔡欣雲

屏東大學英文系碩班學生

本研究旨在探討大學生透過學習策略的使用，有效英文閱讀的理解。以質化為主來分析資料透過閱讀困難問卷、八篇多益單篇閱讀模擬試題和半結構訪談了解大學生的閱讀策略應用，首先，閱讀困難問卷為探討大學生在閱讀中所遇到的困難，其次，大學生使用學習策略來幫助閱讀理解。研究對象為中台灣的科技大學2位非英文系二年級學生，執行一個月一週兩篇的單篇閱讀為輔助資料，最後，以訪談學生的資料作為結果說明。

研究結果顯示，2位學生在閱讀過程中遇到的困難一部分源自於單字量不足，透過補償策略，例如：查詢英漢字典，以幫助他們有效閱讀文章。其次，缺乏大量閱讀導致對閱讀題型不熟悉，採取關鍵字及重複策略以助於閱讀理解，最後，針對研究結果對未來使用學習策略在閱讀理解的研究提出建議。

關鍵詞：學習策略、閱讀困難、閱讀理解

與會學者名單

Speakers, Moderators and Presenters

專題演講講者 **Keynote Speakers** (依演講場次順序排列)

姓名 Name	單位 Affiliation
SHEREE WU	Linguist & Culture Consultant , USA
林子斌教授	國立臺灣師範大學教育系
PROF.THOMAS TINNEFELD	Saarland University of Applied Sciences, Germany

引言人 **Moderators** (依姓氏字母及筆畫排列)

姓名 Name	單位 Affiliation
Dr. Yikuan Lee	San Francisco State University, USA
Dr. Jozsef Szakos	Associate Professor, Austria
李麗秋	逢甲大學外國語文學系教授
林麗菊	國立中正大學
徐琍沂	國立臺中科技大學應用英語系教授
張碧蓉	國立臺中科技大學應用英語系教授
黃怡靜	中臺科技大學應用外語系副教授
曾琦芬	國立臺中科技大學應用英語系副教授
廖妃絢	建國科技大學應用外語系副教授
賴政吉	國立勤益科技大學應用英語系教授
劉光昇	國立臺中科技大學應用英語系助理教授

發表者 **Presenters** (依姓氏字母及筆畫排列)

姓名 Name	單位 Affiliation
Ali Al Ghaithi	Sohar University, Oman
Aprillette Devanadera	Southern Luzon State University
Annie Mae Berowa	Mindanao State University, Main Campus
Behnam Behforouz	University of Technology and Applied Sciences, Shinas, Oman
Charlie Taylor	Teacher, National Taitung Senior High School
Chen-Li Huang	Associate Professor, National Taitung University
Elly Ramadhani Sipayung	Ph.D. student, National Chiayi University
Mashaël Aldossary	MA student, Ohio University, OH, Athens.
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文宣組 (5位)	劉光昇	趙雅莉	1. 計畫申請 2. 海報、線上邀請函製作及寄發 3. 文件夾、筆記本、資料袋、研習證明製作 4. 網路報名及報名資料彙整 5. 大會論文發表集之編輯製作 6. 善後整理
		劉世明	
		沈惠君	
		王家音	
紀錄組 (4位)	曾琦芬	陳惠玲	1. 各場地研討會線上紀錄和錄音 2. 線上會議記錄 3. 所需線上軟體器材測試及分配 4. 計時、播放中場休息 PPT(線上) 5. 結束後，線上場次資料彙整 ●各場地均配置器材人員及計時人員
		嚴嘉琪	
		張碧蓉	
成果組 (3位)	陳麗清	王妙妃	1. 經費核算 2. 成果報告書彙編 3. 研討會檔案製作 4. 與補助單位結案
		許惠芬	
論文組 (3位)	林勤敏	Maurice	1. 審查論文摘要 2. 安排發表場次 3. 中、英文徵稿之編修校閱
		Howard Lees	
司儀組 (2位)	李右芷	徐琍沂	1. 指導數名線上大會司儀 2. 各線上場次系統協助人員

A stylized world map composed of blue dots is centered in the upper half of the page. Below it, a light blue cloud-like shape contains icons for speech bubbles, a grid, and arrows. The main title is overlaid on this cloud.

Bilingual Education and Cross-Cultural Communication

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