Globalization and Digitalization:
Pedagogical Challenges and Responses

全球化與數位化：教學挑戰與對策

Edited by Chin-lung Wei
Globalization and Digitalization: Pedagogical Challenges and Responses

全球化與數位化：教學挑戰與對策

主 編：韋金龍（Chin-lung Wei）
發 行 人：國立中正大學文學院
出版者：文鶴出版有限公司
地址：106台北市金山南路二段200號8樓
電話：(02) 2393-4497
傳 真：(02) 2394-3810

總公司：106台北市金山南路二段200號8樓
TEL: (02) 2393-4497 FAX: (02) 2394-6822／2394-3810

各區業務及門市
北 區：106台北市金山南路二段200號8樓
TEL: (02) 2393-4497 FAX: (02) 2394-6822／2394-3810

中 區：407台中市台中港路二段60-8號5樓之6
TEL: (04) 2317-0216 FAX: (04) 2314-0002

南 區：802 高雄市同慶路88號2樓
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Preface

Jane S. Tsay

CHAIR (Cultural Hybridity And Interdisciplinary Research, 文化流動與跨界研究) is a research team whose projects have been supported by the College of Humanities of National Chung Cheng University since 2010. Their research projects have been granted three years in a row because of their interdisciplinary relevance and potential impact on academic innovation, as well as the diversity of the scope of the team members. This team is composed of faculty with specialties in literature, linguistics and applied linguistics, curriculum and instruction, and language education in the Department of Foreign Literature and Languages. Moreover, its members coordinate tasks and roles well in varied structures and functions. What is also worth mentioning is that the team has always provoked intellectual exchanges through regular discussions, gathered research energy through yearly symposiums, and eventually refined research efforts into monographs: Boundary Crossing: New Visions of Instruction and Research in 2010, Think Globally, Act Locally: Curriculum and Instruction in 2011, and the current one, Globalization and Digitalization: Pedagogical Challenges and Responses (2012).

“Globalization and Digitalization” is the theme of the CHAIR’s project in 2012. The 2012 CHAIR project is co-directed by Teh-suan Liou and Mei-Yu Tsai. The other team members are Huei-Ling Lin, Chun-Chun Yeh, Kuo-jung Chen, Wen-Chun Chen, Yuh-Mei Chen, and Yi-ling Yang. Following previous agendas in pedagogical innovation, this project aims to address the challenges of globalization and digitalization especially from the humanities perspectives, and provide concrete measures or suggestions for classroom practices. From Spring to Fall in 2012, different types of courses were implemented and examined to establish sample syllabi and course designs. On October 5, 2012, a thematic symposium was held at the College of Humanities with 13 paper presentations from the fields of literature, linguistics, language teaching, teacher development, translation, history, and life education. This CHAIR
Globalization and Digitalization

symposium not only manifested the project goal—synergizing crossover approaches to research and instruction, but also became a regular academic event in the College of Humanities at National Chung Cheng University.

This is the third time that CHAIR harvests its research efforts with a collection of polished articles. Through a double-blind review process, this collection gathers 12 papers which describe different course settings and discuss how to better equip students with knowledge and skills to meet challenges in the globalized and digitalized world. I feel delighted to write on behalf of the College of Humanities to congratulate on the team’s achievement and share it with all the interested parties.

Jane S. Tsay
Professor and Dean
College of Humanities
National Chung Cheng University
December 2012
Introduction

Chin-lung Wei

Globalization has become an irresistible and inevitable phenomenon in human history and currently a buzzword around the world. It is also considered an important index for performance excellence in higher education because global perspectives are indispensable for students’ competitiveness in the 21st century. Globalization is usually defined as “the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture” (Wikipedia). Traditionally, transportation, trade, and travel are major means for progression. With the advance in telecommunications infrastructure and, in particular, the advent of the Internet age, the development of globalization has moved into a different stage. The speed and the dimension of globalization have been incredibly increased and expanded because of the popularity of the Internet. In other words, digitalization has tremendously transformed the nature of globalization. To respond to this trend, a university should not only globalize its campus by increasing the number of foreign students and faculty members but also integrate technology into instruction in all possible endeavors.

This collection comprises twelve articles written by scholars from different departments and universities. These articles were first presented at a symposium on “Globalization and Digitalization,” hosted by National Chung Cheng University, and then reviewed by two external reviewers and carefully revised by each author according to the reviewers’ comments and suggestions.

The authors of this volume demonstrate their attempts, through applications of the Internet or networked multimedia to their curriculum and instruction, to face the challenges of globalization and digitalization. The Internet and various multimedia resources are used to assist course management, enrich instructional materials, encourage student participation, and promote classroom interaction. The authors give their students opportunities and encourage them to embrace, experience, understand, appreciate, and honor different communities and diversities of histories,
cultures, philosophies, and perspectives. Students are guided toward recognizing, valuing, and respecting the fact that diverse opinions and attitudes do exist and can be mutually accepted and sustained side by side. Their views toward the world may thus become broader, more positive, and more inclusive. The impacts of these authors’ efforts on the learners’ global views and digital competences have been significant.

Huei-Ling Lin’s paper investigates the effect of raising students’ awareness on global affairs and motivating them to reflect on local issues in an English speaking and listening class. This study involved group discussion, learning-log keeping, comment writing, and project presentation as some of the classroom activities. Data collected for checking the effect of this approach included questionnaire results, learning logs, final projects, and comments. The study results proved that this approach demonstrated positive effects on promoting students’ critical awareness in terms of global and local issues. The study further indicated that students do have the potential to provide practical suggestions.

Chun-Chun Yeh’s paper considers issues such as World Englishes, ownership of English, native-speakerism, and English as an international language (EIL), and argues that these concepts need to be examined and incorporated into English teacher education. The study collected data—including participant observation notes and pre- and post-course surveys—from a course titled “Global English,” seeking to investigate how students develop understanding of EIL issues and if they can develop an identity as an EIL user. It argues that incorporating an EIL perspective into teacher training can empower students to see themselves as multicompetent English users and eventually become confident and proficient English teachers.

Kuo-jung Chen tries to offer a team-oriented course design to facilitate a chronological account of all the interactions and resources and to preserve them for public access as an actual practice of community service. Google Sites is chosen for class interactions and participant collaborations because it can offer an ideal academic platform where all participants can create and share files together. It is hoped that such a course design, with emphasis on all facets the drama performance, will attain the goals of creating a multimedia database for public use, developing students’ digital and practical skills, and, most importantly, heightening their sense of glocalization in
staging a foreign play in a local context.

Preluding a full-fledged virtual academic exchange, Gina Wen-chun Chen’s pilot study showcases a trilateral telecommunication aiming to facilitate cross-cultural, collaborative task design among three instructors and their graduate students in three countries: Taiwan, the U.S., and Poland. Rubens, Emans, Leinonen, Skarmeta, and Simons’ seven principles (2005) served as the beacon and the theoretical framework during the course of model formation and task negotiation among the three parties. The capacities and affordances of the prescriptive design are reported to elucidate how the telecollaborative logistics guided the participants to take part in scholarly conversations with international audiences in an online learning community.

Yuh-Mei Chen’s paper reports how a project-based course titled English for Broadcast was implemented in an English program in Taiwan and explores effective ways to engage students in blended learning and develop the key competencies in the global age. The project framework contained stages of planning, development, presentation, assessment, and reflection aligned with four course requirements. Results indicated that this course design helped promote most of the identified key competencies, and the most favorable activities to facilitate development of these competencies included broadcast production, group collaboration, internet search, and teacher lecture. This paper implies that project-based approaches to learning support not only cognitive but also social and affective development.

Teh-suan Liou’s paper illustrates how project-based teaching in an EFL context can be used to help college students with their cognitive development, linguistic skills, affective engagement, and social connection in the globalized and digitalized world. Issues of global English, multiliteracies, and information technology are addressed and a call for paradigm shift is advised for college EFL teachers. An integrated approach to EFL learning and teaching incorporating principles of learner autonomy, project-based learning, and information technology is proposed. Student project works used in a college English listening and speaking class are introduced and demonstrated, hoping to generate some thoughts and feedback about EFL learning and teaching in Taiwan.

Victoria Rau and Michael Rau document the development of biliteracy in a bilingual, bicultural learner over a three-year period, using a longitudinal nexus analysis approach with teacher and learner as participatory action
researchers. They identify several components of an effective learning program for CHL learners, including autonomy, effective learning strategies, and scaffolding, leading to learner empowerment. Discourse analysis of his writings and reflections documents how Michael’s thoughts increasingly reflected Chinese thought and values as his literacy improved.

Shuen-shing Lee’s paper proposes tentative guidelines for the making of speech-to-speech chatbots for ESL conversation practice. The paper first presents a brief assessment of iOS Siri’s strengths and its possible application in the making of an ESL chatbot. In Sections 2 and 3, the paper suggests task-specific parameters for improving the chatbot’s voice and semantic recognition rates. The last section of the paper deals with randomness in a chatbot’s responding behavior. As an alternative to randomness, the paper recommends that a Rogerian therapist mode of inquiry be adopted to augment the chance of the user’s continuing to engage in the dialogue.

Yi-ling Yang’s paper discusses how Google Earth is integrated into the course of Reading Ireland. Serving as a teaching plan, the paper first explains the connection between literature and geography with the three concepts of geography, literary geography, and literary cartography. Next it explicates the course design, assignments, and the Google Earth project designed to spatialize and contextualize the texts, uncover the connection between texts and geography, and identify in texts any culture-specific phenomenon related to the geographic landscape. Finally, possible difficulties and limitations will be estimated for modification in the future.

Su-yi Huang’s paper examines the challenges and opportunities for translators in a glocalized society in Taiwan by introducing the basic concepts and latest developments of CAT tools. Special emphasis is a placed on the main features of TRADOS, a leading CAT tool, in facilitating the translation process. Feedbacks from 5 trainees, 2 leaders from a localization industry and a teacher/trainer were collected and analyzed, and pedagogical implications were reported. It is hoped that results from this paper can help lay a better foundation for awareness raising concerning the supporting roles that CAT tools can play in the current translation industry.

Mei-Yu Tsai’s paper documents her professional quest for effective ways of making “Introduction to Western Literature” more fun in the 21st century classroom. Her paper argues that to teach effectively, educators must familiarize themselves with cognitive theory and differentiated literature
teaching strategies. The first part of the paper discusses teaching theories the author adopts to bring “Introduction to Western Literature” to alive; the second part uses a lesson plan of Oedipus the King as an example and details the process of adopting innovative methods and multimedia resources to put the BOPPPS model into practice.

The last paper, co-authored by Wen-Ching Wang, Meei-Ling Horng, and Hsin-Ju Kuo, explores the co-existence of technology and humanity in an era of globalization and digitalization. The topic is further examined through a course conducted in the explorations of history, of demography, and of practical analyses, from which students will be engaged in a thorough understanding of certain issues. Taught by three faculties specializing in History, Sociolinguistics and Sociology, this course selects population issues in the 21st century, with an emphasis on the impact generated on a global scale. In combination with GIS, the course also enables participants to acquire as well as to construct knowledge in a three-dimensional way, equipping them with the media literacy via digital revolution.

We are now in an era of rapid change—politically, economically, technologically, interpersonally, ecologically, environmentally, socially, and culturally. The challenges for all the educationalists are to strengthen students’ awareness and competences to confront these changes. It demands a new mindset, a new strategy, a new concept about curriculum and instruction, and perhaps even a new definition of education. None of these are possible without a willingness to embrace transformation and to be flexible, creative, and imaginative. The ideas and applications explored by the contributors of the book are practical and insightful for educators in Taiwan. Their practices demonstrate that the Internet and multimedia resources have already become useful instructional tools for creating an effective and innovative learning environment, thereby facilitating e-learning and broadening horizons. It is strongly hoped that this volume will stimulate, motivate, and encourage instructors and learners to bravely and strategically face the unprecedented challenges of globalization and digitalization.

Chin-lung Wei
Professor of Foreign Languages & Literatures
National Chung Hsing University
December 2012
Globalization in a Classroom Setting: A Follow-Up Study

Huei-Ling Lin

Background and Motivation of the Study

The “concept that indicates that we live in a world that is increasingly interconnected” is defined as globalization (Hytten & Bettez, 2008, p. 171), and globalization is how we live now (Giddens, 1990). Globalization is “the defining feature of human society at the start of the 21st century” (Benyon & Dunkerly, 2001, p. 3). It has forced “a local culture into relational mode where it must react; no one is autonomous” (Tierney, 2004, p. 9). No nation or individual remains unaffected by globalization. In the context of globalization, students need to learn to grow with the changes and “acquire knowledge, skills, and attitudes with which to face the challenges of the future” (Barchuk & Harkins, 2010, p. 13). Preparing “students to be effective and responsible citizens in a global society” has become teachers’ great responsibility (Merryfield & Kasai, 2004, p. 355). In terms of education, “globalization has redefined how we teach, what we teach, where we teach, whom we teach—and even whether we teach” (Jansen, 2007, p. 25).

As defined by Kirkwood (2001), globally educated people refer to “those who possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world-mindedness to participate effectively in the globalized world” (p. 14). To help students become globally educated people is an essential and obligatory task. As cited in Barchuk and Harkins (2010, p. 14), Hytten and Bettez (2008) have argued that teaching about globalization provides the following benefits:

1. Teaching about the dynamics of globalization is an important aspect of teaching for critical awareness and social justice.
2. Globalization serves as an umbrella-term that allows students to have a better understanding of many current social, political, economic, cultural, and educational issues.
3. Discussion of globalization issues may provide students’
commonsense understandings, help them think systemically, and create new habits of learning and engaging the world.

4. Learning about globalization can help students view local issues differently and provide them with a better understanding of the circumstances within which they live.

It should be noted that the distinction of globalization from localization makes sense only in “their reference to each other,” and “globalization can not be separated from localization” (Korff, 2003, p. 1). Moreover, as global issues are often too big to solve, involving too much thinking on global issues may distract students’ attention from local problems. Therefore, striking a balance between global affairs and local issues is essential in a classroom setting.

To cultivate college students’ awareness of globalization and localization and develop critical thinking, Lin (2011) incorporated group discussion on global affairs and reflection on local issues into curriculum. Generally speaking, though this approach was effective in promoting college students’ awareness of globalization and localization, Lin proposed two suggestions for future study. One is that students should be allowed to modify the discussion questions according to the issue under discussion rather than simply following the question template prepared by the instructor. The other is that when discussing solutions to global or local issues, students often only provided vague suggestions without details; Lin thus suggested that the instructor should require students to provide detailed proposals to stimulate them for further in-depth discussion. This current study is a follow-up study of Lin, and it followed Lin’s suggestion in modifying the research design. The results of this study are further compared with those of Lin.

**Method**

**Context**

This study was carried out in an English Speaking and Listening class in the spring semester of 2012. This is a mandatory course for English majors. As suggested by the course title, the main goal of this class is to cultivate students’ English speaking and listening abilities through various activities.
Participants

The participants were 21 English majors, including 18 freshmen, one sophomore, and two juniors who were transfer students, and five English double majors or minors. In other words, this class was a required course for all the participants. Of the 26 students, 21 (81%) were female, and five (19%) were male.

Activities

In addition to the activities provided in the required textbook *Mosaic one: Listening/speaking* (Hanreddy & Whalley, 2007), activities related to this study included group work such as group presentation, group discussion, final project presentation, and final examination; and individual work such as keeping learning logs and writing 100-word comments. In the order of their occurrence in this study, the activities are introduced in the following, and where the activities in the current study differed from those in Lin (2011) will be pointed out.

**Group presentations.** At the beginning of the semester, all the students were divided into six groups, each of which contained four or five members. Every other week one group was assigned to read four issues of magazines, two from *Time* and two from *Newsweek*, and then reported on one article of their own choice in class. In the group presentation, students had to identify the issue and problem discussed in the article, provided background information on the issue, and offered their own comments. The presenting group was required to provide the issue and problem three days before the presentation so that the other students were able to read the article and give the issue and problem some thoughts before joining group discussion. That is, all the students would be ready to share their ideas in group discussions. Table 1 lists the articles chosen by each group and the identified issues (see Appendix A for the detailed information of each article).


**Table 1**

**Group Presentation Articles and Issues**

<table>
<thead>
<tr>
<th>Group</th>
<th>Article title</th>
<th>Global affair discussed</th>
<th>Magazine / Author</th>
<th>Local issue identified by students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hiring the “Third Billion”</td>
<td>Why the global economy needs businesses to invest in women</td>
<td>Newsweek / Verveer &amp; Azzarelli (2012)</td>
<td>Woman can never be a man’s equal in business.</td>
</tr>
<tr>
<td>2</td>
<td>Living Alone Is the New Norm</td>
<td>Are “increased aloneness” and “the movement in our country toward greater social isolation” damaging our health and happiness?</td>
<td>Time / Klinenberg (2012)</td>
<td>Living alone makes people become cold and have little interaction with others.</td>
</tr>
<tr>
<td>3</td>
<td>An Unquiet People</td>
<td>Japanese people contemplate the upcoming reserve depletion and alternative or new sources of energy.</td>
<td>Time / Mahr (2012)</td>
<td>Taiwan is subject to the disasters caused by nuclear energy.</td>
</tr>
<tr>
<td>4</td>
<td>I Just Can’t Quit You</td>
<td>The number of the “nevertirees” has increased due to the need of money.</td>
<td>Newsweek / Dana (2012)</td>
<td>Fewer chances for the young generation to get promotion</td>
</tr>
<tr>
<td>5</td>
<td>Frozen Assets</td>
<td>Some women want to have their own children so they choose to buy sperm from the sperm bank.</td>
<td>Time/ Newton-Small (2012)</td>
<td>The sperm boom gives rise to a lot of complicated legal and medical problems.</td>
</tr>
<tr>
<td>6</td>
<td>Walmart’s Discounted Ethics</td>
<td>Is it worthwhile for enterprises to risk their reputation for following regional “custom”?</td>
<td>Time/ Foroohar (2012)</td>
<td>Bribery in Taiwan</td>
</tr>
</tbody>
</table>

**Group discussions.** After each group presentation, all the students including the presenting group were broken into six groups for group discussion. The question template as listed below was prepared by the teacher. However, as suggested in Lin (2011), the presenting groups were informed that they could modify the discussion questions to fit the issue and problem identified in the article of their choice.

**Question 1:** How is this issue related to us?
Lin: Globalization in Classroom

Question 2: Is there anything we can do to help solve or ease the problem?
Question 3: Can the same problem happen in Taiwan?
Question 4: If yes, what can we do to prevent it from happening?
Question 5: If the same problem happens in Taiwan, what can we do to help solve or ease the problem?

Questions 1 and 3 intended to encourage students to relate to the global issue identified in the article and further reflect on the situation in Taiwan. Questions 2, 4, and 5 motivated students to come up with solutions/proposals and take actions to solve the problems.

Learning logs. Students were required to submit the answers to the five discussion questions five days after in-class group discussion through uploading learning logs. The purpose of keeping learning logs is four-fold. First, knowing that they had to submit discussion answers kept them more focused and motivated during group discussion. Second, students were given a chance to re-organize their thoughts. Third, they had some notes to refer to when they were asked to complete other related tasks at the end of the semester. Last, since the researcher could not listen to all the group discussions in class, the learning logs served as materials for the researcher to analyze and understand the content of all the group discussions.

Final projects. This is a new activity added in the current study. In Lin (2011), it was mentioned that students were often only chanting slogans when offering solutions or suggestions, and they did not come up with practical solutions for the problems identified. Near the end of the semester, all the students were divided into five groups, and among the six problems identified in the six group presentations, each group had to choose one problem to work on. They were asked to provide proposals with detailed information to solve the problem.

100-word comments. The group presentation and final project topics were decided by the group members together. At the end of the semester, each of the students was given a chance to choose the most intriguing issue. All the students were asked to comment on the most intriguing issue of their
Globalization & Digitalization

own choice. In the 100-word comments, they had to explain the reason of their choice. In this way, the researcher could probe into each individual student’s concern for the issues.

**Final examination.** As this study was carried out in a Speaking and Listening class, the final exam involved both speaking and listening tests. For the speaking test, all the students were broken into six groups, and each group took turns to conduct group discussion in front of all the other students. The discussion topics of the final exam were the topics presented/discussed in the semester. Fifteen minutes before the scheduled exam time, each group drew lots to decide on the exam topic, and then each group had 15 minutes to prepare for the group discussion. Please note that in each of the group activities, including group presentation, group discussion, final project, and final examination, new grouping was conducted so that each student had the chance to work with different group members in different activities to learn from different peers.

The following two figures summarize the procedures of the activities for the presenting groups only or for all the students.

<table>
<thead>
<tr>
<th>Two weeks before the presentation</th>
<th>Browse through four issues of magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three days before the presentation</td>
<td>• Decide on the article to present</td>
</tr>
<tr>
<td></td>
<td>• Identify the issue and problem discussed in the article</td>
</tr>
<tr>
<td></td>
<td>• Modify the discussion questions if necessary</td>
</tr>
<tr>
<td></td>
<td>• Prepare a vocabulary list</td>
</tr>
<tr>
<td>The day of presentation</td>
<td>• Summarize the article</td>
</tr>
<tr>
<td></td>
<td>• Provide background information</td>
</tr>
<tr>
<td></td>
<td>• Comment on the issue</td>
</tr>
</tbody>
</table>

*Figure 1. Activity procedure for presenting groups.*
Right after the group presentation

- Discuss the issue and problem identified in group presentation
- Share ideas with the whole class

Five days after group presentation

- Each student uploads learning logs

Final project

- Choose among the six topics to present detailed suggestions

End of the semester

- Each student writes 100-word comments on the most intriguing issue discussed in the semester

Final examination

- Conduct a group discussion on one of the six issues (the issue is decided on by drawing lots)

Figure 2. Activity procedure for all students.

Questionnaire

At the end of the semester a questionnaire (see Appendix B) was conducted to probe into students’ change of perception regarding their concerns for global and local issues. The questionnaire is divided into five sections. Section 1 asks about students’ attitude toward different types of classroom activities. Section 2 checks the extent of students’ concern regarding international, national, and local issues. Section 3 examines the extent of students’ willingness to contribute. Section 4 looks into the extent of students’ actual contribution. Section 5 checks what abilities,\(^1\) which include global vision and awareness of cultural diversity, students think this course has helped them to develop.

Data Collection and Analysis

Data collected for analysis came from learning logs, final project presentations, 100-word comments, and questionnaire results. Qualitative analysis was adopted for analyzing data collected from learning logs, final project presentations, and 100-word comments; quantitative analysis was for

\(^1\) The six abilities in section 5, effective communication and language skills, classics comprehension and analysis, problem-solving and research, creativity and innovation, technology application and literacy, global vision and awareness of cultural diversity, are considered abilities required of students in English departments in Taiwan (Chen, 2010).
analysing questionnaire results.

**Results and Discussion**

Students’ performances in group presentations, group discussions/learning logs, final projects, and 100-word comments are first presented and analyzed, and then the results of the questionnaire that evaluate students’ perception of globalization and localization are discussed.

**Group Presentations**

The issues chosen and presented by the students covered a broad range of topics including gender, environment, social, health, legal, job, and ethical issues. In addition to summarizing the article, students needed to provide background or related information. In all the six group presentations, students chose to provide video clips as background information. That is, students provided video clips that introduced related information to help the audience better understand the issue in discussion. The video clips provided by each group are listed in Table 2. They have helped to make the issue easier to understand and have also added variation and dynamism into the presentation.

Presenting groups were allowed to modify the discussion questions to suit the topics they had chosen. However, only one group chose to modify the questions. The group presenting the issue on living alone modified discussion questions 2-5 as follows:

- **Question 2:** Is there anything we can do to help solve or ease the problem in Taiwan?
- **Question 3:** Can the same problem happen in your family?
- **Question 4:** If yes, what can you do to prevent it from happening in your family?
- **Question 5:** Do you prefer living alone or living with others? Why?

Specifically, they narrowed the scope of the problem to Taiwan and even to their family so that they could better handle the problem and provide suggestions. The other discussion issues such as gender equality, nuclear plant building, job opportunity, sperm donation, and bribery involve a greater range of people, and the students did not find the need to narrow down the
scope of discussion.

Table 2
*Group Presentation Articles and Video Clips*

<table>
<thead>
<tr>
<th>Group</th>
<th>Article title</th>
<th>Discussion issue</th>
<th>Video clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hiring the “Third Billion”</td>
<td>Why the global economy needs businesses to invest in women</td>
<td>(1) Walmart launches global women’s economic empowerment initiative;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Unlocking the power of women;</td>
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<td></td>
<td></td>
<td></td>
<td>(3) Women discrimination</td>
</tr>
<tr>
<td>2</td>
<td>Living Alone Is the New Norm</td>
<td>Are “increased aloneness” and “the movement in our country toward greater social isolation” damaging our health and happiness?</td>
<td>(1) Women in US living alone;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Things that seem normal when you live alone</td>
</tr>
<tr>
<td>3</td>
<td>An Unquiet People</td>
<td>Japanese people contemplate the upcoming reserve depletion and alternative or new sources of energy.</td>
<td>(1) Disaster in the Pacific: nuclear emergency;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Japan earthquake: radiation effects on body;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(3) Japan marks tsunami anniversary.</td>
</tr>
<tr>
<td>4</td>
<td>I Just Can’t Quit You</td>
<td>The number of the “nevertirees” has increased due to the need of money.</td>
<td>New study: Many Americans will not be able to retire until their 80s.</td>
</tr>
<tr>
<td>5</td>
<td>Frozen Assets</td>
<td>Some women want to have their own children so they choose to buy sperm from the sperm bank.</td>
<td>Sperm donor has over 70 kids.</td>
</tr>
<tr>
<td>6</td>
<td>Walmart’s Discounted Ethics</td>
<td>Is it worthwhile for enterprises to risk their reputation for following regional “custom”?</td>
<td>(1) Walmart accused of covering up Mexican bribery scandal;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Show &amp; tell: US Corps. allowed to bribe abroad?</td>
</tr>
</tbody>
</table>

**Group Discussions/Learning Logs**

The answers to each of the five discussion questions are discussed one question by one question in the following.

**Question 1: How is this issue related to us?**

Most students believed that the discussion issue was related to us
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because it is a problem we are encountering or will be encountering in the future, or we may be affected by the issue. With regard to both gender and job issues, students need to find jobs in the near future so they are concerned about the job opportunities. Female students, which take up 81% of the students in this class, are afraid that they may not have many job opportunities due to gender discrimination, and all the students are worried about few job or promotion opportunities if the older people refuse to retire. The issues of sperm boom and living alone are other problems they, both male and female, may encounter in the future. Problems caused by bribery are something we are all facing now. Luckily, we do not suffer from the disaster caused by nuclear energy now; however, we must be alarmed that this is a serious problem we may have to face in the future. Moreover, we may be affected by the radiation dust from Japan.

Question 3: Can the same problem happen in Taiwan?

As discussed above, most of the problems may happen or are already happening in Taiwan. For instance, gender discrimination is also a problem in Taiwan; however, as some students mentioned, this problem is not as serious as it is in China or India. In Taiwan more and more people, including the students in this study and their family members, are living alone and are socially isolated. The disaster caused by nuclear power plants may happen in Taiwan because we have nuclear power plants and Taiwan is often struck by earthquakes. As to the problem related to ‘nevertirees,’ students’ opinions were split. Some believed this problem has already happened in Taiwan, while others stated that Taiwanese people are more traditional and they choose to retire at an early age. Students also had different ideas on the sperm boom issue. Some believed this could happen in Taiwan as the infertile women in Taiwan may have the need to buy sperm. Others, however, felt that Taiwanese people are rather conservative and traditional and would not accept sperm donation. As to bribery, all students stated that this has been a long term problem in Taiwan.

Question 2: Is there anything we can do to help solve or ease the problem?

Question 4: If yes, what can we do to prevent it from happening?

Question 5: If the same problem happens in Taiwan, what can we do
to help solve or ease the problem?

Whether for preventing problems or for solving problems, solutions provided by students can be broadly categorized into two types—practical and non-practical. Practical suggestions refer to those that can be achieved by the students themselves; non-practical solutions are more like slogan chanting, and students do not offer the steps for carrying out the suggestions.

Practical suggestions include offering financial support directly by donating money or indirectly through buying products to help the Japanese recover from the nuclear disaster. In group presentation and discussion, several students even demonstrated the pens they once bought to help the Japanese. Working as a volunteer to help and offering consolation through e-mail, cards, and videos are some other practical suggestions. Students also suggested some actions they can take in everyday life to help prevent or solve the problem. For instance, reducing the demand of energy by saving energy is fundamental to solving the potential problem that results from the building of nuclear power plants. Also taking the action from themselves, students urged everyone not to take bribes, not to bribe, and not to buy products of the company which bribes. Some students were very positive in suggesting that young people should work harder to prove that they can do better than the older people, and they should fight for their own job opportunities, instead of worrying about the few job opportunities caused by the nevertirees. For the living alone issue, students offered more practical suggestions. For instance, they advised that they should keep in touch with their family members more often through phone, e-mail, Skype, Facebook, etc. They can hold more family gatherings to bring every member together. In communities, simply greeting the neighbor helps reduce the distance among people. Holding or joining community activities further helps gather the members to eliminate social isolation. One group even proposed joining the Taiwan Lifeline International to work as a volunteer to help those in need.

Suggestions that simply state we should urge the government to take action are considered non-practical because no steps are mentioned about how to urge the government to take action. Some ideas students have mentioned for the government to adopt include legislating to secure equal rights for women, setting retirement age to allow more job opportunities for young people, improving welfare system so that the older people are willing to retire, setting strict regulations on sperm donation to eliminate
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complicated legal and medical problems, imposing severe punishment on those who bribe or take bribes, and so on.

Though some suggestions are non-practical in the sense that students will not be able to carry them out themselves, they have pointed out some very essential solutions. That is, education and raising awareness are essential in solving the problems discussed in this study or preventing them from happening, and education and awareness raising are exactly what we are doing in this class.

Final Projects

In Lin (2011), it was mentioned that students were often only chanting slogans when offering solutions or suggestions, and they did not come up with practical solutions for the problems identified. This is also what we noticed in students' presentations and discussions in this study as presented in the previous section. To mend this fault, in the current study, a new activity was added. Near the end of the semester, all the students were divided into five groups, and among the six problems identified in the six group presentations, each group had to choose one problem to work on. They were asked to provide detailed proposals to solve the problem and explain the steps they had to take. Four out of the five groups chose to propose solutions to the problem on living alone. Only one group proposed solutions to the problem on sperm donation.

As mentioned earlier, the issue on living alone is more closely related to the students, and they felt more comfortable and confident in dealing with this issue. It is not surprising that most groups chose to work on something manageable and were able to present detailed proposals. To help eliminate social isolation in their community or family, students proposed to take action from themselves and then further influence others. They suggested that they could keep in touch with their family members more often by phone, Skype, Facebook, etc., and they could hold family gatherings to bring everybody together. Extending their concern to their communities, they would start to care more about their neighbors by greeting each other and joining community activities to eliminate the social distance. They further suggested that they could encourage people living alone by joining Free Hugs Campaign to show their concern or making videos to demonstrate the negative effects of living alone and putting those videos on Facebook or Youtube. In addition
to the measures they could take, they also urged the government to take action to help reduce social distance. They provided detailed information about how to contact the government to express their ideas and concerns. They suggested sending their proposals to Bureau of Social Affairs, Department of Social Affairs of the Ministry of the Interior, the mayor’s office, or even the President’s office.

As to the issue on sperm boom that may cause legal and medical problems, the students gave two pieces of advice, controlling the number of the receivers of one donor and promoting the notion of adopting children instead of buying sperm. For each piece of advice, they were able to provide a specific plan with detailed steps. For instance, to control the number of the receivers of one donor, they suggested that a system should be built to record and trace the detailed information of the donor. To promote the notion of adopting children instead of buying sperm, they proposed to construct a fan page on Facebook.

100-Word Comments

The group presentation and final project topics were decided on by the group members together. At the end of the semester, each student was asked to comment on the most intriguing issue of their own choice. In the 100-word comments, they had to explain the reason of their choice. In this way, the researcher could probe into each individual student’s concern for the issues.

Of the 25 students, two (36%) considered the issue on frozen assets most intriguing. Most students chose this issue because this was a new, special topic for them, and they were curious about this issue. Some had indicated in their comments that they were happy to have this chance to read and discuss this issue, and they had learned some information in the presentation and discussion. Six (24%) chose the article on living alone. They felt this is the issue most realistic and most related to them because they are living alone or will be living alone soon. Equal number (three, 12%) of the students found the issues on nevertirees, anti-nuclear activity, and gender discrimination intriguing. They commented that the issue on nevertirees is surprising, and this is also an issue related to them since they will need to find a job in the near future. They are concerned about the low number of job

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2 Twenty-six students participated in this study. One of them misunderstood the assignment on the most intriguing issue; therefore, her answer was not taken into consideration.
opportunities. As to the issue on nuclear plants, most people also found this related to them because we also have nuclear plants in Taiwan and Taiwan is subject to the attacks of earthquakes. The gender issue was considered important, and as most of the students (81%) in this class were female, this issue was considered related to them. Only one student was interested on Walmart’s discounted ethics. The reason for making this choice is that bribery is also common in Taiwan and it affects every aspect of life.

To sum up, students are most attracted to novel issues and also issues related to them. Even though most groups (four out of five) chose the topic on living alone for their final project because they felt this was an issue they could handle, there was still one group choosing to work on the issue they were most curious about, that is, the topic on sperm boom.

**Questionnaire**

In the questionnaire, which was carried out at the end of the semester, the students were asked to evaluate the degree of their change in terms of their concern, willingness to contribute, and real contribution in three aspects: international, national, and local issues. As shown in Figure 3, in almost every aspect, except for real contribution in local areas, more than half (13) of the students believed that they had made positive changes. In Lin (2011) no clear patterns were identified, and it was concluded that there was not much change in students’ perception. It should be noted that these two studies adopted different methodology. In Lin (2011) the same questionnaire was carried out at the beginning and also the end of the semester, and the results were compared to see whether students’ perceptions had changed. In the current study, students had been asked to clearly identify whether they believed their perceptions had changed. This explains why a clear pattern could be identified in the current study.

Another pattern that could be identified from Figure 3 is that compared with concern and willingness to contribute, fewer people believed that they could make real contribution. However, still most people believed that they could make some real contribution. This result is consistent with the findings in Lin (2011), where it was found that in the aspect of actual contribution, a

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3 The first section of the questionnaire asked about students’ attitude toward different types of classroom activity. This question was not designed for the purpose of the study, but for the researcher’s reference only. Therefore, the results of the first question were not discussed.
slight increase was identified, and at the end of the semester, students felt they could actually make more contribution to current affairs, whether international, national, or local (hometown).

![Figure 3. Students’ responses on the change of their conception.](image)

In the last section of the questionnaire, students were asked to identify whether their abilities, which include effective communication and language skills, classics comprehension and analysis, problem-solving and research, creativity and innovation, technology application and literacy, global vision and awareness of cultural diversity, had improved. Since this study was carried out in an English Speaking and Listening class, and students had plenty of opportunities to use language to communicate, not surprisingly, 96% (25 out of 26) of the students believed their communication and language skills had improved. Ninety-two percent (24 of 26) of the students believed that their global vision and awareness of cultural diversity had improved, which demonstrated that this course was effective in promoting students’ sense of globalization. In the discussion questions and final projects, students were required to provide solutions to the problems in discussion. Plenty of opportunities were offered for students to come up with some practical or novel ideas. As a result, 81% (21 out of 26) of the students have demonstrated that they improved their ability in problem-solving and research; 73% (19 out of 26) of the students believed that they made progress in creativity and innovation ability. Both classics comprehension and technology application were not the focus of this course; not surprisingly,
most students did not think they had made progress in these two aspects.

![Figure 4. Students’ responses on the change of the abilities.](image)

**Pedagogical Implications**

The approach adopted in this study has demonstrated positive effects on promoting students’ awareness of globalization. Even though the participants in this study did not really take any action to solve the global/local issues identified, as pointed out by Schmidt (1993, p. 209), “all learning must be accompanied by awareness,” and developing global awareness will lead them to real contribution in the future. The questionnaire results also indicate that the students improved in their concern for both global and local issues, willingness to contribute, and real contribution. Barchuk and Harkins (2010) have indicated that students need to “acquire knowledge, skills, and attitudes with which to face the challenges of the future” (p. 13). The participants in this study have acquired related knowledge through preparing group presentations and final projects and joining in group discussions. They have also improved their language-related skills. Most important of all, they have developed the healthy attitudes toward the challenges; that is, they are concerned about global issues however remote those issues take place, and they believe that they need to take action from themselves.

Changes adopted in this study that follow Lin’s (2011) suggestions also proved workable. Students should be allowed the flexibility to modify discussion questions to suit each issue under discussion. The study further proved that students do have the potential to provide practical suggestions if
pushed to do so.

As stated in the session on background and motivation of the study, Hytten and Bettez (2008) have provided four effects of teaching about globalization. Those effects could also be identified in this study. First, students in this study have developed critical awareness in terms of global and local issues. Second, this study has provided students the opportunities to look into issues in several aspects. As listed in Table 1, students have presented current gender, social, environment, job, legal, medical, and ethical issues. Third, the discussion questions have motivated students to relate the global issues to themselves and have encouraged them to search for solutions to the global problems. Last, the discussion questions have also provided the opportunities for students to reflect on the circumstance they live and have motivated them to contribute to solving local issues.
References


Chen, K.-j. (陳國榮) (2010). 〈外文學門年度成果報告〉。載於劉開鈞（主編），《課程與教學：課程綱要之調查》（頁351-388）。台南：五南圖書。


Appendix A
Magazine Articles


Appendix B
Questionnaire

(一) 請表達你對下列課堂上活動的喜好程度（請勾選合適選項）

非常喜歡 □ 喜歡 □ 普通 □ 不喜歡 □ 非常不喜歡 □

1. 個人報告(individual) □ □ □ □ □
2. 配對練習/討論(pair) □ □ □ □ □
3. 分組討論/報告(group) □ □ □ □ □

(二) 這學期的小組報告/討論活動中，我們探討了許多議題。請勾選小組報告/討論幫助你對下列議題關心程度的轉變（請勾選合適選項）

非常同意 □ 同意 □ 普通 □ 不同意 □ 非常不同意 □

1. 小組報告/討論幫助我對國際議題更加關心 □ □ □ □ □
2. 小組報告/討論幫助我對國內發生的事件更加關心 □ □ □ □ □
3. 小組報告/討論幫助我對家鄉/社區發生的事件更加關心 □ □ □ □ □

(三) 這學期的小組報告/討論活動中，我們探討了許多議題。請勾選小組報告/討論幫助你對下列議題願意有所貢獻程度的轉變（請勾選合適選項）

非常同意 □ 同意 □ 普通 □ 不同意 □ 非常不同意 □

1. 小組報告/討論幫助我對國際議題更願意有所貢獻 □ □ □ □ □
2. 小組報告/討論幫助我對國內發生的事件更願意有所貢獻 □ □ □ □ □
3. 小組報告/討論幫助我對家鄉/社區發生的事件更願意有所貢獻 □ □ □ □ □
（四）這學期的小組報告/討論活動中，我們探討了許多議題。請勾選小組報告/討論幫助你對下列議題實際有所貢獻程度的轉變（請勾選合適選項）

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<tbody>
<tr>
<td>1. 小組報告/討論幫助我瞭解我對國際議題實際上是有所貢獻的</td>
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<td>2. 小組報告/討論幫助我瞭解我對國內發生的事件實際上是有所貢獻的</td>
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<td>3. 小組報告/討論幫助我瞭解我對家鄉/社區發生的事件實際上是有所貢獻的</td>
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（五）這門課對下列核心能力的培養是否有所幫助（請勾選合適選項）

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<tr>
<td>1. 溝通與表達能力（Effective Communication and Language Skills）</td>
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<td>2. 經典作品分析能力（Classics Comprehension and Analysis）</td>
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<td>3. 問題發掘與研究能力（Problem-Solving and Research）</td>
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<td>4. 創作與創新能力（Creativity and Innovation）</td>
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<td>5. 科技應用能力與科技素養（Technology Application and Literacy）</td>
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<tr>
<td>6. 全球視野與多元文化認知能力（Global Vision and Awareness of Cultural Diversity）</td>
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Incorporating an English as an International Language (EIL) Perspective in Teacher Education

Chun-Chun Yeh

Traditional assumptions in English language teaching (ELT) hold that native speaker (NS) teachers are inherently ideal teachers of English and that British English and American English are to be adopted as the models for students’ English learning. These unexamined beliefs have now been challenged as ignoring the sociolinguistic reality of English use in today's globalizing world. They may also instill an inferiority complex in the mind of local non-native speaker (NNS) teachers. Studies in the sociolinguistics of English have argued that with the worldwide spread of English, the language has diversified into many Englishes. Besides, English in the era of globalization has frequently served as a lingua franca for international communication between speakers from different language backgrounds. English used in this way has been characterized as an international language, and it has no native speakers (Rajagopalan, 2004; Widdowson, 1994). This change of paradigm thus offers us an opportunity to reexamine the traditional assumptions in ELT practice. Furthermore, these new thoughts need to be incorporated into English teacher education so that the future English teachers can learn to see themselves as multicompetent English users, instead of “perpetual learners” (Kandiah, 1998, p. 99) or “failed native speakers” (Cook, 1999, p. 204). This paper describes a course titled “Global English,” offered in an English teaching master’s program and designed to raise students’ awareness of the sociolinguistic reality of English use worldwide. This study collected data including participant observation notes and pre- and post-course surveys, seeking to investigate how students develop understanding of issues on English as an international language (EIL) and if they can develop an identity as an EIL user. It is hoped that this paper will stimulate interest among ELT teacher educators in incorporating an EIL perspective into teacher training so as to empower students to become confident and proficient English teachers in this increasingly globalizing world.
Literature Review

Nowadays, to say that English is an international language seems to be stating the obvious. However, while the notion of English as an international language has been widely accepted and promoted in the educational sector, its core principles are less considered. This section will start with a discussion of Kachru’s model of English, which has inspired new perspectives to ELT pedagogy, including an EIL perspective to English learning and teaching. This perspective will then be adopted to reexamine several of the common assumptions in traditional ELT practices and principles.

Three-Circle Model and EIL Perspective

English has spread to become an international language (Widdowson, 1997). However, just because it is the most geographically distributed language, it has developed the most varieties. To account for these varieties, scholars have advanced various models, among which Kachru’s three-circle model (1992b) may be the most widely known and cited. Kachru divided the English-speaking regions into three: the Inner Circle, the Outer Circle, and the Expanding Circle. The three circles represent the spread of English from English as a native language (ENL) countries (the Inner Circle, e.g., the United States and the United Kingdom) to English as a second language (ESL) countries (the Outer Circle, e.g., India and Singapore) and, finally, to English as a foreign language (EFL) countries (the Expanding Circle, e.g., Saudi Arabia and Taiwan). Kachru (1992a) emphasized that deviations in non-native (nativized or indigenized) varieties spoken in the Outer Circle are “the result of a productive process which marks the typical variety-specific features,” and they are “systematic within a variety” (p. 62). Therefore, they should not be treated as mistakes because mistakes “cannot be justified with reference to the sociocultural context of a non-native variety” (p. 62). Over the decades, this three-circle model has been challenged and criticized for its several limitations, one of which is that the model is nation-based and treats the language and people of a nation as if it were a homogenous whole (Bruthiaux, 2003), a notion that ignores the sociolinguistic reality of English that the model was originally proposed to demonstrate. Despite the limitations, the model continues to be adopted by many sociolinguists as their conceptual framework because, simple and yet powerful, it “offers a useful shorthand for
classifying contexts of English worldwide” (Bruthiaux, 2003, p. 172). It has also contributed to shifting negative perceptions towards non-native Englishes and promoting linguistic confidence in NNSs (Bruthiaux, 2003). Most important of all, Kachru’s three-circle model has inspired new perspectives to English language teaching, such as World Englishes (Kachru, 2005; Kirkpatrick, 2007; Kubota, 2001), English as a lingua franca (Jenkins, 2007; Seidlhofer, 2001), and English as an international language (Alasgoff, McKay, Hu, & Renandya, 2012; Matsuda, 2012). While these perspectives have their distinct emphases that reflect individual researchers’ particular concerns, all recognize a pluricentric view of English. In this paper, I use “English as an international language” as an umbrella term to represent this pluricentric view. Moreover, I follow Matsuda (2006) and take a position that EIL is a functional, rather than linguistic, distinction. In other words, “there is no single variety that can be defined, described and codified as EIL” (p. 160). Instead, an EIL perspective is grounded on the premise that “English presently is an international language being learned by more and more individuals as an additional language often to communicate information about their own cultures in order to participate in a global community” (McKay, 2003, p. 3). In the following, I adopt this perspective to examine three aspects of ELT practice: curriculum design, English learning goals, and NNS teachers.

**Curriculum Design From an EIL Perspective**

The traditional design of ELT curriculum has assumed (a) that students need to learn the English of native speakers, (b) that educated NSs of English should serve as the model and standard, (c) that students should learn big C American or British cultures, and (d) that communicative language teaching is the most productive ELT method (Brown, 2012, p. 147). Yet, Kachru’s three-circle model strongly suggested that these traditional assumptions do not reflect the sociolinguistic reality of English speech communities and that curricula based on the assumptions cannot prepare learners for international communication in the medium of English. To rectify the “Inner Circle English only” problem (Matsuda, 2003), EIL researchers advocated incorporating the notions of EIL and World Englishes in the curriculum. Ideas include introducing different varieties of English, raising learners’ awareness of their attitudes towards different English accents, focusing on communicative effectiveness, and recognizing other languages spoken by English speakers.
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(Matsuda, 2003; Matsuda & Duran, 2012; McKay, 2012). These activities can help learners develop positive attitudes towards EIL and prepare them for their current and future linguistic use.

English Learning Goals From an EIL Perspective

Another related issue that deserves examination concerns English learning goals. ELT practice has traditionally assumed that “the ultimate goal of English language learners is to achieve native-like competence in the language” (McKay, 2003, p. 5). Yet, communication in English in the Outer and Expanding Circles has often occurred between non-native speakers of English coming from different linguistic and cultural backgrounds. As Kachru (1992b) pointed out, following either British English or American English norms becomes irrelevant in such interactions and can even be “considered inappropriate by the interlocutors” (p. 356). McKay (2003) further argued that speakers of English as an additional language often have different purposes in using English than do native speakers and therefore may not necessarily “want or need to attain native-like competence” (p. 6). Furthermore, setting native-like competence as the only possible learning goal can result in detrimental consequences. In particular, when very few learners can achieve native-like competence, including a native accent, those who cannot attain the goal may see themselves or be considered as failed language learners. Such a “deficit” view (Cook, 1999; Nault, 2006) can further dampen learning motivation and enthusiasm. In view of this, Cook (1999) argued for the notion of multicompetence to replace the fallacy of comparing EIL users’ speech behavior with that of native speakers. Similarly, Widdowson (1994) argued that proficient speakers of English, regardless of their nativeness, have equal ownership of English. Rampton (1990) proposed adopting the notion of “expertise” in place of “nativeness” when describing an English speaker’s language proficiency. Medgyes (2001) also suggested replacing the native/non-native concepts with new terms, such as more or less accomplished and proficient users of English and expert versus novice speakers. These arguments present a strong case for encouraging learners to enhance their communicative effectiveness through use of communication strategies and accommodation skills (Jenkins, 2000), instead of aiming for a native speaker model, a somewhat unrealistic and irrelevant goal in today’s world.
NNS Teachers in an EIL World

While learners in traditional ELT practice are frequently compared with and considered inferior to native speakers, many NNS teachers seem to equally fall prey to the native speaker fallacy (Phillipson, 1992) and share with their learners a similar “linguistic insecurity” (Canagarajah, 1999; Jenkins, 2007), a phenomenon that has been well documented in the literature. For example, Pavlenko’s (2003) study of preservice teachers’ linguistic identities illustrated non-native speakers’ struggle to acquire a native-like competence as well as their acute feeling of “inadequacy.” An international survey (Reves & Medgyes, 1994) also found a myriad of areas where NNS teachers felt difficulty in teaching, including vocabulary, speaking skills and fluency, and pronunciation. However, while high language proficiency is to be expected of NNS teachers, teachers’ undue concern about achieving a native linguistic ability, often interpreted narrowly as “Center-based” pronunciation or accent (Canagarajah, 1999), would not impact positively on their pedagogical practice. As Canagarajah (1999) argued, when NNS teachers are preoccupied by their linguistic insecurity, they will be less able to give attention to other concerns relating to their pedagogical effectiveness. Fortunately, there has emerged a body of literature arguing for the strengths of NNS teachers from an EIL perspective. For example, Canagarajah asserted that Periphery speakers (local NNS teachers) can use their vernacular knowledge to help learners “integrate English more effectively into their existing linguistic repertoire” (p. 80). Medgyes (1992) elaborated on the assets exclusively owned by NNS teachers:

- They can serve as imitable models of the successful learner of English;
- They can teach learning strategies more effectively;
- They can provide learners with more information about the English language;
- They are more able to anticipate language difficulties;
- They can be more empathetic to the needs and problems of their learners;
- They can benefit from sharing the learners’ mother tongue.
In fact, referring specifically to Asian contexts, Kirkpatrick (2002) discussed the disadvantages of monolingual native speakers and concluded that “ideal English language teachers are trained, multilingual local non-native speakers with high proficiency in English” (pp. 221-222).

The above review has shown that an awareness of these concepts is key to preparing future EIL users and teachers for this increasingly globalizing world. It is therefore imperative to incorporate these notions in the education of NNS English teachers, who can be expected to benefit in the following aspects:

- Their linguistic insecurity will be minimized and their confidence of being a good English teacher boosted;
- They can free themselves from the native speaker myth and focus their energy on improving their pedagogical effectiveness and linguistic proficiency;
- They can impart the notions of EIL and help learners to claim ownership of English and to become effective EIL users.

This paper describes a course whose design was guided by the above discussed principles. After delineating the characteristics of the course, it reports on the process and outcome of student learning in the course using data collected from two surveys, conducted at the beginning and end of the course respectively, and participant observations of classroom interactions. Synthesizing data from these sources, this study seeks to answer the following research question: How do students develop understanding of EIL issues (e.g., World Englishes, multicompetence, English ownership) and establish their identity as an EIL user?

The Study

Context of the Study

The course from which I draw this case study, Global English, was offered in an English teaching master’s program as a one-semester, three-credit elective course at a national university in southern Taiwan. The goal of the course was to introduce to students various perspectives on EIL, such as World Englishes, English as a lingua franca, and linguistic imperialism, with a particular focus on multicompetence and NNS English teachers. Through
assigned readings and class discussion, the course intended to encourage students to question their existing assumptions towards the global status of English and its learning and teaching. Furthermore, this course aimed to empower students by developing their reflective ability and a confidence in their own strengths as NNS English teachers.

Participants. Five graduate students registered for the course, three of whom were currently teaching with between two and five years’ experience either as substitute or part-time English teachers at educational levels ranging from elementary to senior high schools. The other two had completed educational programs and served their teaching practicums. In other words, they had all had hands-on experience teaching English to Taiwanese learners.

Class readings. With the above-mentioned aims in mind, I selected class readings to represent five themes: English as a global language and its effects, World Englishes and English as a lingua franca, ownership of English, native-speakerism and NNS English teachers, and teaching EIL. For each theme, I chose a number of texts, most of which were considered classic works in the study area. For example, I started the course with Crystal (2003), which examined the idea of a global language from various perspectives, such as what makes a global language, why we need a global language, and what might be the dangers of a global language. To provide a more balanced view, I also selected Graddol’s (2006) English Next, which, while recognizing English as a lingua franca in many places of the world, also considered the development of Mandarin, Spanish, and Arabic as world languages.

Classroom activities. The main classroom activities during the semester included lectures, student-led seminars, and class discussions. In student-led seminars, the students took turns presenting the assigned class readings. They were instructed to identify the thesis of the presented reading before elaborating on its major arguments. As a class, we then discussed either questions prepared by the presenting student or issues evolving from the students’ interpretations of the assigned text. As a regular practice, I either raised general reflection questions or selected particular passages from the class readings to elicit the students’ reactions. Three papers, ranging from 800 words to 2,000 words, were assigned throughout the semester. Assignment
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topics included (a) World Englishes and EFL; (b) design and evaluation of lesson activities incorporating the concepts of EIL, WE, ELF, etc.; and (c) becoming an effective NNS teacher. These assignments were designed to promote students’ critical examinations and applications of the learned concepts. I encouraged the students to draw from their learning and teaching experiences and reevaluate them from multiple perspectives advanced in the class readings.

Data Collection and Analysis

The data collected for this study included:

(a) two open-question surveys (Appendices A & B). The first survey was administered in the first class of the course, while the second was conducted via email at the end of the course. Both surveys were written in English, but participants were allowed to complete them in either English or Chinese.

(b) classroom observation notes. Each week the researcher-instructor took notes of discussion topics and student responses. These notes were taken during class, and after class they were organized and elaborated along with the researcher-instructor’s reflections in the research journal.

Qualitative content analysis was applied to these data in order to account for the multiple facets of student learning in the course.

Findings and Discussion

Pre-Course Survey

In the first meeting, I gave students a questionnaire to survey their understandings of key terms in the study area, including English as an international language, English as a lingua franca, World Englishes, and Standard English. Eight students completed the survey. The following is a summary of the students’ responses to the questionnaire.

English as an international language. The students understood the term as referring to the role of English as a “tool to communicate between people who don’t share the same language.” One noted that her elementary school
teachers “always” stressed the importance of English as an international language.

**English as a lingua franca.** The students were obviously less familiar with this term, although some of them correctly defined it as a language “used by non-native speakers whose first language is not English.” But interestingly, two of them emphasized business purposes in their definitions, suggesting that among numerous functions that lingua franca English serves, English as a business/commercial language may be the most vivid image flashing through their minds.

**World Englishes.** Three students acknowledged that they had never heard of this term. The others proposed several basic features including “different kinds of English” and “deviations in vocabulary and pronunciation.” One of the students offered Chinese English and Singlish as examples of World Englishes, but noted that “they are grammatically wrong, but [people] can still use those to communicate.”

**Standard English.** All the students sought to define this term in their own ways, and their definitions had two points in common: “official language” and “native speakers.” For example, one defined it as English “spoken as [an] official language”; another portrayed it as a language “used by native speakers,” and still another equated it with “American English or British English.”

Overall, these students possessed some knowledge of these EIL-related terms, suggesting that they were aware of the important role that English plays in this era of globalization. However, their understandings tended to be limited or partial, occasionally reflecting an uncritical acceptance of the traditional views of English use and speakers. For example, World Englishes were negatively described as “grammatically wrong,” and English as a lingua franca was reduced to a tool of communication for business purposes only. It is also worth noting that among the four terms, more students explicitly indicated a lack of knowledge about “World Englishes,” suggesting that while well acquainted with the idea of international English, these students were less familiar with the sociolinguistic reality of English use worldwide. On the
other hand, some of the students did take a wary stance towards the notion of Standard English. For example, they pointed out that Standard English was often associated with either American English or British English mainly because of the two nations’ economic and political power.

Students Confronting EIL Issues

Throughout the semester, the students and I read and discussed readings as delineated in the syllabus. These discussions often served as valuable opportunities to explore in depth the multilayered process of English globalization. Most of the students drew from their personal experiences to help support the arguments they advanced either in class discussions or in the assignments. Finding these anecdotes enlightening and seeking to stimulate more critical reflections, I strove to seize the “teachable moments” (Havighurst, 1953) and initiate class discussions around students’ fascinating accounts of their personal or professional life. In these discussions, the students were observed to reexamine and confront their existing assumptions and sometimes come to a new understanding in the interactions with their peers and the instructor. What follows are two scenarios taken from my class observation notes that illustrate the nature and process of such confrontations as well as a precious epiphany ensuing from these engaging discussions.

Scenario 1: “We are Taiwanese people. Why do you speak all English?”

In the first assignment, Sherry1 related a story from her high school English teaching about her failed attempt at conducting classroom instruction through the exclusive use of English. During the semester, Sherry decided to switch her instructional language from Chinese to English in order to maximize the target language input available to her students. However, her students became agitated after two class periods of all-English instruction. One of them even challenged her, “We are Taiwanese people, so why do you speak all English?” Frustrated by the students’ vehement opposition, Sherry switched promptly back to her earlier first language (L1) approach (using either Mandarin or Taiwanese for classroom instruction). In the assignment she lamented her students’ seeming ignorance of “the advantages of using English” and the accompanying mistaken belief that they do not own English.

1 All student names used here are pseudonyms.
Adopting Kirkpatrick’s (2007) argument that Expanding Circle people should not be afraid of using English because local Englishes can be appropriated to reflect rather than threaten local cultures and ways of thinking, Sherry vowed to continue the effort to help her students learn and eventually take ownership of English.

While commending her commitment, I turned this anecdote into a teachable moment and encouraged all the course participants to react to this particular teaching situation, as a way to explore deeper into the relationship between the medium of instruction and English globalization. Together we analyzed the possible reasons for the high school students’ resistance to all-English instruction. We examined Sherry’s original intention of teaching English monolingually (i.e., in the target language) and her subsequent swing to the other extreme: teaching English in the learners’ mother tongue. Then we offered a number of solutions, some rejected by Sherry as unrealistic, and others accepted and deemed appropriate for her students. After the discussion, Sherry seemed to realize that there can be alternative approaches other than an all-English or all-Chinese approach. Students’ (as well as the teacher’s) mother tongue can be legitimately (and, perhaps, should be) employed in the teaching of a foreign language, taking into consideration factors such as learning tasks, students’ affective needs, and linguistic proficiency (Carless, 2008; Copland & Neokleous, 2011). Moreover, she started to recognize that her insisting on a monolingual approach may exemplify the “monolingual fallacy” (i.e., English is best taught monolingually) prevalent in the Anglo-centric ELT pedagogy, which has been questioned as being built on unexamined assumptions and capable of adversely affecting student learning (Auerbach, 1993; Phillipson, 1992).

**Scenario 2: “I have fallen for the native speaker fallacy!”** As a routine activity, I would select passages from class readings as prompts for class discussion in a deliberate attempt to encourage students to react to and process arguments in assigned readings on a deeper level. At a class meeting in the latter half of the semester, the passage chosen for discussion was taken from Canagarajah (1999):

Distinguishing ESL and EFL situations, we can say that Periphery professionals have an advantage in teaching students in communities
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where English is learned as a second or widely used language for intracommunity purpose (often with indigenous communicative norms). On the other hand, Center Professionals may make a greater contribution for students learning English as a foreign language for use in Center communities for institutional/formal purposes or for specialized purposes in restricted contexts of use (i.e., English for Specific Purposes) (p. 89)

My agenda for selecting this passage for class discussion was that I wanted the students to evaluate the validity of the researcher’s distinction between the possible contributions of Center professionals (i.e., NS teachers) and Periphery professionals (i.e., NNS teachers) in ESL and EFL situations. My own interpretation was that although Canagarajah argued convincingly that NNS teachers have a distinct advantage in ESL teaching situations, he might be reinforcing the native-speaker bias by stating that Center professionals may be more able teachers in EFL contexts. Such a position, I argue, apparently disregards the notion of expertise (Rampton, 1990) in favor of Center teachers’ “birthright,” which the author himself interrogated in the very article.

To facilitate the discussion, I focused the students’ attention to the second part of the excerpted passage about English for Specific Purposes (ESP) and adopted “English for marketing” as an example. Eventually, the issue was distilled into one simple question: Are native speakers better ESP teachers? What follows is a part of the interaction:

Emma I prefer to have native speakers as my marketing-English instructor because I want to learn authentic language, including ways to negotiate, for example, a business deal. [I invited the other students to respond to Emma’s statement.]

Richard What if both parties of the negotiation are non-native speakers?

Emma But I just want to learn about native speakers’ ways of thinking.

Richard You may learn the American way of thinking [from a native speaker teacher]. But next time you may need to do business with Japanese?

Emma (To Richard) Do you prefer native or non-native ESP teachers?

Richard Uh... native teachers.

Yeh (To Emma) Okay. Why do you want to learn their [native speakers’]
ways of thinking?
[Emma searches for an answer for a few seconds.]

Emma Perhaps I have fallen for the “native speaker fallacy”!

In this interaction, Emma stated her preference for a native teacher and justified it by quoting a popularly held belief that “one can learn authentic language only from a native speaker.” Apparently, her assumption was that business negotiations always involve native speakers, and therefore the need to learn native speakers’ language use. Richard challenged her assumption by indicating that negotiations can involve NNSs exclusively, which renders following NS norms irrelevant. Emma retorted by demanding her peer to choose between NS and NNS teachers. Richard was caught off guard and acknowledged that he himself would prefer NS teachers. At this point, seeing that the students apparently needed to be reminded of the EIL principles, I intervened and pressed Emma to consider why she insisted on learning native speakers’ ways of thinking. She suddenly realized that she had fallen for the native speaker fallacy.

This classroom episode has two implications. First, when Emma stressed her desire to learn “native speakers’ ways of thinking,” she, in a sense, was correctly recognizing culture, “a common system of standards for perceiving, believing, evaluating, and acting” (Kramsch, 1998, p. 10), as an important facet of language learning. However, she may still envision a view of English learning exclusively for interacting with Inner Circle speakers, and therefore the need to learn native speakers’ ways of thinking/culture. Yet, a gentle push for her to reexamine her belief, coupled with the awareness built throughout the semester about the EIL principles, apparently led her to recognize that her preference was in fact shaped by the influence of the native speaker bias. Second, the two students’ voiced preference for NS teachers even after we had studied about NNS teachers’ strengths over NS teachers suggested that NNSs would have to struggle to put aside these deep-rooted beliefs in ELT pedagogy, and that educators need to be patient when seeking to introduce a new paradigm and a new way of understanding English learning and English speakers.

Post-Course Survey

At the end of the course, I designed another questionnaire with six open
questions to examine students’ learning in the course. Two of the six questions asked about the students’ English teaching experience and self-perceptions of teaching ability or qualification. One explored their perceptions of the label “non-native English speaker.” Question 4 asked them to compare their beliefs about English and English teaching before and after taking the course. Question 5 asked which part of the course contributed to their current conceptions. The final question asked if there were still questions that needed to be clarified after the course. All the five students completed the survey. The following subsections report on some of the important themes emerging from the students’ survey responses.

**Myths debunked.** The students reported that some of their previous conceptions about English and English teaching were challenged through the learning experience in the course. In particular, they had started to hold different views about Standard English and the issue of accent/pronunciation. Before taking the course, one student referred to World Englishes as “grammatically wrong.” But the same student noted in this post-course survey a change in his perception of the “Standard English” myth. He reported in this post-course survey that, instead of recognizing American English and British English as the only forms of Standard English, he could now “accept various English uses among different English speaking people, especially for their accents.” Referring specifically to Standard English accents, Sherry stated that she now considered mutual intelligibility more important than accent. She also went on to affirm the value of accent as representing a person’s identity:

> The idea of pursuing an American or British accent is really out of date. I realize accent may reflect where a person comes from and represent one’s identity. After taking this course, I know I should be proud of my own culture and my country. Using English to express my identity is a good way to prove to the world.

Similarly, Jerry reported that through reading scholarly articles on EIL issues, he had liberated himself from his former obsession with Standard English. Now he was proud of his English because it was part of his identity.

**Empowerment from the course.** Another positive change revealed in
their responses was that the students felt empowered by learning to see their own English learning and use in a new light, particularly in terms of native-like pronunciation and the ownership of English. For example, Emma stated that before taking the course, she always thought she had a pronunciation problem. But now she felt what she needed to improve the most was her writing ability, indicating that she had released herself from the mental bondage of a felt inferiority caused by her “not native-like” pronunciation. She elaborated on her change of perceptions towards the pronunciation issue:

For me, the biggest inspiration from this course is that I have become confident in teaching pronunciation to students. Before taking this course, I always felt embarrassed by my not-very-“foreign” pronunciation. Besides, the school where I teach values foreign teachers a lot, which used to make me feel ever more strongly that you need to have a “very foreign” pronunciation in order to teach pronunciation. But after taking this course, I feel I have gained an entirely new vision on this issue. Now I can accept my own pronunciation as well as other “very foreign” pronunciations. I feel they are beautiful just like the others. They are used and respected just like the others. So, now I have begun to try teaching pronunciation to my students, and I no longer feel ashamed of my pronunciation. (My translation)

While Emma’s reflection focused specifically on pronunciation, the other students were similarly empowered through a deeper acquaintance with issues such as the ownership of English. For example, Richard admitted that he had never thought about the issue of ownership before taking the course. But now he had become more positive and confident about his relationship with the language that he had been learning and using and would be teaching in the future:

Before taking the course, I never thought about the question: do I own English? However, now although I may not fully understand many cultures behind English, I still own English since I can fully make use of this language to communicate with people. Beside, English has become a medium for me to contact this world and it plays an important role in my
daily life, so I think I own this language.

Course components contributing to student learning. The students identified two components of the course as contributing to their current understandings of the EIL issues: class readings and teacher-led class discussions. Through reading scholarly articles on EIL issues and native-speakerlessness, the students gained a refreshed look at the ownership of English as well as their own strengths and identities as EIL users. For example, Richard observed that the native speaker fallacy was indeed deeply rooted in most learners’ and parents’ mind. To eliminate the fallacy, one needs to recognize and promote NNS teachers’ advantages. To this end, he singled out Canagarajah (1999) and Medgyes (1992) as having the utmost influence on him. The former delineated the causes and negative consequences of the native speaker fallacy and argued forcibly for the advantages of Periphery teachers’ vernacular competence in helping their learners “integrate English more effectively into their existing linguistic repertoire” (Canagarajah, 1999, p. 80). The latter’s list of NNS teachers’ strengths further facilitated the students’ grasp of their own strengths as compared with NS teachers. Similarly, Sherry was inspired by Canagarajah (1999), which not only “argued effectively on how non-native speaker teachers could succeed in teaching” but also “provided personal experience as an established non-native speaker in the field of ELT.”

The survey also showed that teacher-led class discussions contributed to the students’ evolving views of EIL. Ariel spoke about how class discussions helped her consolidate the knowledge gained from scholarly articles and further expand her understanding of the “hidden agenda” in the readings:

The weekly readings helped me to construct new concepts in general, but the discussion part allowed me to think deeper and further about those ideas as the teacher guided us to reflect and talk on them. When I read the papers first, I only could get the main ideas. However, after the discussion, I understood the real messages or hidden agenda in the paper and was able to reflect on the real teaching situations.

Similarly, Emma referred to class discussions as the biggest contributing factor to her learning in the course:
Ideas would emerge and some of my misconceptions would be exposed in class discussions and debates. What impressed me the most was, in a debate with Richard, how all of a sudden I realized that I also unconsciously committed the native speaker fallacy. (My translation)

**Lingering questions and effects.** The last question on the survey asked the students whether they still had any lingering questions at the end of the course. This question was designed based on the assumption that the students’ lingering concerns may reflect the issues that they found intellectually stimulating and personally engaging. Their responses revealed a number of areas where they would like more information. For example, although Jerry claimed more confidence in his English, he wanted to know if there were any arguments against the advantages of NNS teachers over their NS counterparts, suggesting that he might still have doubt about his positioning in the ELT profession. On the other hand, inspired by Cook’s multicompetence theory (1999), Emma was apparently interested in taking advantage of her bilingual competence, so she wanted to know more about using L1, which she shared with her learners, in L2 (English) teaching. After a semester’s reflective learning on various EIL issues, Ariel wanted to know if there existed “practical [pedagogical] materials for students in formal education institutions.” In addition, with EIL awareness emphasized consistently throughout the course, she wanted to know how such awareness may “benefit English language learning.”

While these questions indicated a gap in the students’ content knowledge, they also testified a genuine interest towards the EIL issues and a change in attitudes towards English learning and teaching. In pre-service or in-service teacher training, this kind of change is arguably the most valuable because "attitudinal changes among teachers do not end there but will bring changes in their students down the road, creating multiplying effects" (Lee, 2012, p. 167).

**Conclusion**

This study provided an empirical account of student learning in a course aiming to raise awareness of EIL issues. Results suggested that before taking the course these students tended to possess limited or partial knowledge of
EIL concepts. However, they gradually developed a more critical stance towards some of the traditional ELT assumptions through class readings and discussions. The post-course survey indicated that this course helped deconstruct the myth of Standard English and point to a new way of looking at accent and identity. More importantly, the course empowered the students and boosted their confidence as English users and teachers. The study also demonstrated that introducing EIL perspectives through carefully selected readings and engaging critical discussions can be an effective way of raising pre- and in-service teachers’ awareness of various EIL issues and developing their sense of professional legitimacy and self-confidence.

While increasingly more teacher preparation programs in Inner Circle countries have started to work towards integrating an EIL perspective in the curriculum to challenge the native speaker bias, teacher-preparation programs in EFL settings seem to focus more on teacher language proficiency and pedagogy (Kamhi-Stein, 2009). Language proficiency is certainly an important concern in language teacher education, but it is argued that students in EFL teacher education programs need even more help in developing a positive English speaker identity, which may well lead to their improved pedagogical practices. This case study of an EIL-oriented course therefore has implications for teacher educators seeking to empower their students to become more confident and proficient English teachers.
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Appendix A
Pre-Course Survey

Have you ever heard of the following terms? If yes, how did you learn about them and what do you know about them?

A. English as an international language
B. English as a lingua franca
C. World Englishes
D. Standard English

Appendix B
Post-Course Survey

1. Please describe your teaching experience (e.g., years of experience, grade level[s] taught, institution type).
2. What do you think of the label “non-native English speaker”?
3. Either as an in-service or pre-service teacher, what do you think of your ability as an English teacher? How confident are you in your qualification as an English teacher?
4. Compared to before taking the course, do you hold different ideas about English or ELT? If yes, in what ways?
5. Which part(s) of the course (e.g., lectures, readings, class discussion, assignments) contributed to your current conceptions of English and ELT? Please give details.
6. After this semester’s course, are there still related issues or questions you would like to be clarified? They could be issues or questions that we discussed in class or those we did not have chance to discuss.
Key Issues in Teaching Graduation Drama Performance in an EFL Context

Kuo-jung Chen

Introduction

Graduation drama performance has been a long-standing and well-established tradition in many departments of foreign languages and literature in Taiwan.¹ Such performances serve two major functions: as a comprehensive evaluation of students’ language skills and as an in-depth appraisal of their knowledge of western cultures. From the selection (and adaptation, if necessary) of an original play, the audition for actors and actresses, the assignment of theater staff or stagehands, to the recruitment of volunteers for receptions and public relations, a successful drama performance without doubt requires teamwork spirit and communication skills. Few courses in the humanities would call for such a wide variety of group activities and entail all-out cooperation and coordination among all the participant students. In other words, such a course bridges the gap between college education and career training and may serve as an excellent model for humanities in practicum. Unfortunately, these efforts and accomplishments usually come to an abrupt end with the curtain call. What is left is occasionally an amateur video recording of their performance, accompanied by some sweet memories. Therefore, a team-oriented course design will not only facilitate a chronological account of all the interactions and resources but also preserve them for public access as an actual practice of community service. Based upon the above postulation, I chose Google Sites for class interactions and participant collaborations because it can offer an ideal academic platform where all participants can create and share materials and reflections together. Though it may not be as comprehensive as professional websites, it is more systematic and manageable than popular social networks,

¹ A survey of 48 English-related departments of public and private universities in Taiwan shows that only 5 of them do not have graduation drama performance. Their feature plays range from faithful representation to highly localized adaptation of western plays.
such as Facebook, Tweeter, or Wretch.

The experimental course for this case study was offered in the fall semester of 2012. This 3-credit elective course served mainly as a companion course to the annual graduation drama performance in the foreign languages and literature department at a national university in southern Taiwan. In other words, it was not a regular lecture course conducted in the classroom; instead, all the activities took place in the experimental theater of the department and other locations as deemed necessary. There were 41 students in this class, all of whom were senior students, with the sole exception of one junior exchange student from Hong Kong. Thirty of them were female, and eleven male. Since all preparations—such as script reading, role selection, and task assignment—had been under way long before the class officially began in mid-September, the instructor might feel like an *intruder* (or a *party crasher*) into the middle of an ongoing event. The script (Alan Ayckbourn’s 1994 play, *Communicating Doors*) was selected already. The actors and actresses had memorized the lines and were eager to rehearse for the performance. Each task group was ready to carry out its separate assignment, such as hairstyle, poster, and props. Though an instructor, with his/her academic training and teaching experience, might certainly help students with their stage performance and other performance-related matters, s/he served more often than not as a mediator in settling participant differences or even disputes. Since each participant, including the instructor, had to play a part, onstage or offstage, in the drama performance, I decided to play the role of architect in designing a Google Site to coordinate all class activities and to construct a platform for interactions and collaborations.

**Design and Structure of the Class Google Site**

The ultimate goal of this course obviously is to help put on a successful drama performance and show to the public what students have learned from all the courses in their undergraduate program. However, the process in this particular case is no less important than the result. Teamwork spirit, communication skills, and other hands-on experiences will simultaneously be cultivated and developed through exchange of ideas and negotiation/compromise of discrepancies. With *esprit de corps* at the core, the class Google Site requests all participants’ contribution and is thus divided into six major sections as follows (Figure 1):
Structure of the Class Google Site
(https://sites.google.com/site/2012nccudflldramaperformance/home)

Figure 1. The structure of the class Google Site.
1. Background information on Alan Ayckbourn, the playwright, and his play, *Communicating Doors*
2. Interactions during the rehearsals (and at the performance)
3. Offstage activities
4. Chinese translation of *Communicating Doors*
5. Sequential account of the course development
6. Post-production editing (including video with subtitles in English and Chinese)

Accordingly, students are divided into six groups, each responsible for a particular section. It is hoped that such a course design, with emphasis on all facets of the drama performance, will attain the goals of creating a multimedia database for public use, developing students’ digital and practical skills, and, most importantly, heightening their sense of globalization in staging a foreign play in a local context.

**Project Implementation**

The above structure of the class Google Site was announced at the first class meeting. Students were required to sign up for at least one major section by registering their email addresses at the Site so that they could have access to and become co-editors of the Site later. Because most participants had prepared for the drama performance since the end of the previous semester, they already got some materials in hand for the Site. Therefore, I asked each group to upload all necessary information by the end of the second week of the new semester. Students can of course revise their separate pages later. One month after the first upload, students were required to upload the revised versions, to add more resources, and to embellish each section and subpage. My essay will thus focus only on the first five major groups because post-production editing takes much longer time and more efforts than the duration of the coursework can achieve in one semester.²

**Background Information**

The major reason for including background information in the class

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² This idea was inspired by Professor Cecilia Liu in a talk about her experiences in teaching drama performance at Fu Jen Catholic University.
Google Site is that not all participants are familiar with Alan Ayckbourn and *Communicating Doors* even when all onstage and offstage preparations have been well under way. Consequently, lack of coordination among participants may bring about some incorrect, or even embarrassing, designs in their poster, brochure, and other promotion materials. It happened before that one class tried to stage an eighteenth-century play, but unfortunately it was described anachronistically as having “Victorian grandeur” in the promotional brochure. Therefore, the members of the first section of the Site need to conduct a thorough research on Alan Ayckbourn (his life and works) and *Communicating Doors* (its plot and significance). More importantly, they are required to translate essential background information into Chinese so that users who are not so good at English can have better understanding of the play and their performance. Since most audiences are not familiar with Alan Ayckbourn,\(^3\) not to mention *Communicating Doors*, it would be of great help both to the participants and the audiences/users if vital background information is provided. Therefore, aside from a concise introduction to Alan Ayckbourn and his *Communicating Doors* on the Site, some important links are also made available to the public. Among them, the followings are particularly valuable:

- *Alan Ayckbourn’s Official Website* ([http://www.alanayckbourn.net/](http://www.alanayckbourn.net/)), maintained by his archivist Simon Murgatroyd, which includes a comprehensive coverage of the playwright and all of his plays.
- A feature section on Alan Ayckbourn in “Stage” of *The Guardian*, which offers over 110 articles about the playwright and his plays. ([http://www.guardian.co.uk/stage/alanyckbourn](http://www.guardian.co.uk/stage/alanyckbourn))
- Profiles of Alan Ayckbourn and related articles in *The Independent*, *British Council*, *IMDb*, *Wikipedia*, etc.
- Clips of the stage performance of Alan Ayckbourn’s plays on

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\(^3\) As stated on the homepage of his official website ([http://www.alanayckbourn.net/](http://www.alanayckbourn.net/)), “Alan Ayckbourn is an Olivier, Tony and Moliere Award winning playwright who has written 76 plays, more than half of which have been produced in London’s West End as well as on Broadway and around the world. As an acclaimed director, he has worked extensively in the West End and has also run his own company at the National Theatre.” However, Ayckbourn is still comparatively unknown in Taiwan.
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*Youtube* and other video websites.

Through these resources (some translated by participants into Chinese) on the Site, both participants and audiences/users may have a better understanding of the background information to make both staging and viewing the performance more meaningful.

**Participant Interactions**

This section of the class Google Site focuses mainly on the interactions among director, manager, and actors/actresses during rehearsals. Since no power- or authority-based hierarchy exists in a student drama team (as in a professional troupe), coordination and compromise are two important keys to the complex interactions among all the participants. In this class, a female student was elected the director and a male the chief executive. Trust in leadership apparently will be a vital issue in such a framework. As Charles Green points out, “Leaders can no longer trust in power; instead, they rely on the power of trust.”

Leadership should evolve from the old concept of “vertical function” of power to the new concept of not a singular “trust” but a dual “trusting and trustworthiness.” Green states further that new leaders should manifest the following qualities:

1. They themselves will be skilled at trusting, because trusting and trustworthiness enhance each other.
2. They will be good at collaboration and the tools of influence.
3. They will operate from a clear set of values and principles, because opportunistic or selfish motives are clearly seen and rejected.
4. They are likely to be more intrinsically than extrinsically motivated, and more likely to use intrinsic motivations with others.
5. They will not be dependent on direct authority or political power.

This new concept of leadership is particularly important to a student drama team because all participants are equally inexperienced and untested in this project. Intrinsic motivation—to stage a successful drama performance before

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4 All quotations from Charles Green appear in an article in *Forbes.com*, with no pagination. In this article, Green tries to propose a new kind of leadership based on horizontal interaction rather than vertical domination. Such new concept of leadership is quite helpful in explaining the interrelationships among student participants in a drama performance.
graduation—thus becomes the main and almost only raison d’être. Whether participants earn three credits from this course or not does not really matter much as compared with an eventual successful performance.

\[\text{Figure 2. Scenes from rehearsals.}^{5}\]

Since the director and the chief executive do not really have direct authority in this activity, they have to seek constant recourse to participants’ collaboration and cooperation. As indicated earlier, I choose to serve more as a mentor or coordinator and allow all participants to form a self-governing body. Therefore, students are responsible for drawing up a schedule and monitoring its progress on their own.\(^6\) As the director writes on the Site,

Yes, I know. There are millions of easier paths out there, requiring not even one-tenth of efforts as what we are making here. Yet, I am leading you on the hardest path ‘cause I know only the hardest work wins the loudest applause. And I have trust in all of us. We deserve the glory and are capable of being admired. If one leg is not enough, let’s break two.

Another member sums up the essence of rehearsals: “We played, we

\(^5\) The picture on the right is actually not a scene from the play, but a moment of mutual support and encouragement during rehearsals.

\(^6\) In her final report, the director thanks the instructor for “giving [her] a very large degree of freedom to fulfill [her] dream of being a director.” She also expresses her thanks to other members: “They back me up whenever I had doubts or was doubted. I am glad that they, from not knowing me very much at first, appreciate my ability in the end. As for all the conflicts which have taken place in the process, I take them as some indispensable elements to every great work.” Her reflections also indicate the kind of leadership essential to a student drama performance.
practiced, we laughed, we cried, and we quarreled. But in the end, we are all here together.” Hence, the Site can serve not only as a place for reflection but also as a way for reciprocal support. Mutual trust and teamwork spirit are nowhere so significant as among these participants.

**Offstage Activities**

This section involves most participants because of its diverse tasks; coordination and cooperation are thus all the more important. Everything from lighting to sound effects, from hairstyle to wardrobe, from advertisement to props, demands the concerted efforts of all its members. Moreover, their assignments are also closely related to the director, the stage manager, and the actors/actresses. Horizontal coordination is more important than any form of vertical domination; group dynamics therefore plays a substantial role in organizing and solidifying all the members. As Gary Alan Fine and Kent Sandstrom point out, “The group dynamics approach attempts to examine the processes through which group activity occurs. The claim is memorialized in [Kurt] Lewin’s famous equation, \( B = f(PE) \): behavior is a function of personality and environment” (255).\(^7\) Though later sociologists reject Lewin’s treatment of interpersonal relations through the dynamics model of physics, the concept of group dynamics is still valid in its attempt “to incorporate theoretical models of larger units, bringing them into the action arena of the small group” (Fine and Sandstrom 255). As one critic writes,

The phrase *Group Dynamics* contains two words: (1) **Group**: a social unit of two or more individuals who have in common a set of beliefs and values and share a set of common purpose, task, or goals. (2) **Dynamics**: a flow of coherent activities which as envisaged will, in toto, lead the group towards the establishment of its set goals.\(^8\)

Such concept of group dynamics is particularly valuable in the study of the

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\(^7\) Kurt Lewin is generally credited with founding the concept of group dynamics, which is in turn originated from his field theory. As Reef Youngreen remarks, “Lewin’s ideas about why members of a group come together do not invoke familiar or common reasons (e.g., homophily). Instead, Lewin reasons that groups form in a psychological sense not necessarily because of members’ similarity, but because group formation depends on individuals’ realizations that their own fate depends on the fate of the entire group” (2616). Such a theory can certainly be applied to the group dynamics in a graduation drama performance in which all participants have a common, well-established goal.

offstage activities in a student drama performance, which involves not only intragroup but also intergroup cooperation and/or conflict.

The offstage activities include ten different job assignments: advertisement, hairstyle, lighting, makeup, photography, props, public relations, site management, sound effect, stage management, and wardrobe (in alphabetical order). How the logo of the drama performance was created can serve as a typical example of such group dynamics. There were three stages for the logo design, which was assigned to a small group of three participants. At the first stage, one member came out with three designs (developed from about 10 initial drafts) as follows:

![Figure 3. Three sample logo designs at the first stage.](image)

In these designs (Figure 3), she tried to focus on the heroine Poopay’s time travels in *Communicating Doors*, with emphasis on clock (time) and door (travel). In order to create dramatic atmosphere and to highlight time shift,

![Figure 4. One initial logo design and the final poster.](image)

another member attempted to combine four different elements (Figure 4): a
classic clock (the past), a prominent clock hand (the present), a female silhouette (the heroine), and a communicating door (time travel). These designs were then posted on the Site for discussion and feedback. Most students thought the design with four elements (Figure 4) was too complicated to be a logo and should be reserved for the poster. Eventually, retaining its major elements, this logo draft was eventually transformed into the poster.

It seemed at this moment that the logo should be chosen from one of the three initial drafts designed by the first member, with coloring and embellishment later. However, when the design team met with the executive group for final decision, some administrative leaders did not like the overemphasis on time travel with, in the words of one designer, “no apparent reason.” As one designer questioned, “It is a play about time travel, isn’t it? Why shouldn’t this feature be emphasized?” However, after some negotiations (personality involved) and compromises (environment/situation considered), the design team had to go back reluctantly for further revisions and came out with the following three draft designs at the second stage:
The last one of the three (a new product of compromise) was surprisingly chosen as the logo of the drama performance in the end. From this process of group dynamics, in which both personality and environment count in a significant way, participants learn how to negotiate and compromise not only within the design team but also between the design team and the leader group. Through this flow of coherent activities and give-and-take interactions, all the participants have learned how to collaborate and compromise in order to achieve their established goal.

**Translation**

This small group of only two members is responsible for translating *Communicating Doors* into Chinese, which will be then projected on the screen as subtitles at the performance. The purpose of translation in this case is apparently different from what is done in a translation (studies) course. As Mark Shuttleworth and Moira Cowie point out, “one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting” (181). Since the major function of translation for a drama performance is to help those audiences whose English proficiency is not good enough to comprehend the dialogue of the play, translation here is more like instantaneous communication or onsite interpretation than faithful rendition of the original play. In other words, it is somewhere between professional subtitling in movies (or TV programs) and simultaneous interpretation on formal occasions. Therefore, relevant problems involved in subtitling will also be apparent in translation for drama performance. According to Shuttleworth and Cowie, subtitling may encounter some inevitable constraints, which can be summarized as follows:
1. Subtitles may interfere with the visual image.
2. The actors’ speaking speed and the readers’ average reading speed may cause problems in synchronization.
3. Subtitles may be in danger of “overlapping” scene changes.
4. Subtitles should be displayed in a format for clear visibility and easy legibility. (161-62)

Furthermore, as in all kinds of translation, “it is not always possible to produce an effective rendition, for example, of non-standard speech or colloquial vocabulary” (Shuttleworth and Cowie 162). This constriction may be a major hurdle to be overcome by a translator whose cultural and linguistic backdrops are quite different from those of the playwright.

The two senior students in this group have to deal with these constraints or problems both in translating the play and in projecting the subtitle. First of all, they need to make sure that they are not translating for the assignment of a translation course, which apparently would require a stricter standard and be reviewed carefully as literary or technical translation. Since perhaps half of the audience may not be able to follow the dialogue of the performance owing either to their language deficiency or to their unfamiliarity with the play, they will have to rely heavily on the subtitle projected on both sides of the stage. The subtitling thus plays a somewhat contradictory role: on the one hand, it needs to help the audience to understand the play; on the other hand, it has to downplay its own role so as not to interfere with the performance on the stage. Besides, synchronization of the subtitle with the performance may even encounter greater difficulties if the actors/actresses forget their lines or if the stagehands are not well-trained to project the subtitle. Just as what may happen as a result of the different speeds in actors’ speaking and audiences’ reading of the subtitle in a TV program, such kind of desynchronization may confuse the audiences rather than help them understand the performance.

Take the translation of the opening scene of Communicating Doors for example. Poopay, the heroine, starts the play with a kind of monologue though she is in fact speaking to the villain Julian Goodman. A comparison chart between the original script and the students’ translation is as follows:
Original Script

Hello. I'm Poopay.

Lennox sent me. I understand you—
Have I the right room?

Oh, this is nice. Very nice. Got the suite, have you? Yes. Beautiful. Now, what's this I've been hearing? You've been a very naughty boy, haven't you? So I've been told. Don't try and deny it. You've been very, very bad, haven't you? Well. We'll soon see about that, won't we? We'll soon put a stop to that. Just wait and see what Poopay's got for you in here, my lad.

She's going to teach you a lesson you won't forget in a hurry, I can promise you. A little punishment, a little strict discipline, that's what you're in need of, aren't you? Well, just you wait. By the time I've finished with you, my boy, you'll learn to control yourself. Now, I want you to go straight in that bedroom and take off all your . . .

Students' Translation

你好。我是 Poopay。

Lennox 叫我來的。我了解—我有來對房間嗎？

喔，這真棒。太棒了。你弄到了這間套房，是不？啊，真漂亮。所以，我一直聽到的是什麼啊？你一直都是一個很頑皮的男孩，是不是？我是這樣聽說的。不要想否認。你是不是都一直、一直很壞呢？愛，我們很快就會知道了，對吧？我們很快就會停止那一切。等著看 Poopay 為你在這裡頭準備的東西，小夥子。

我可以保證她會給你一個難忘的教訓。一點點的懲罰，一點點嚴格的紀律，這就是你需要的，對吧？愛，你等著。等我們玩完了，我的小夥子，你就會學會如何控制你自己。現在，我要你直接進去那個房間然後脫光你的⋯⋯

If the audiences do not have any clue that Poopay is a dominatrix (a woman who controls her sexual partner mentally and physically in a sadomasochistic encounter) called into the hotel room apparently for sexual service, they might have difficulty understanding the opening scene even with the Chinese translation. (One major clue may be a stage direction—“She has taken off her coat to reveal her full ‘dominatrix’ outfit” [stiletto boots, black leather outfit, and a whip]—just before the last paragraph quoted above.) Since in subtitling all stage directions will necessarily be omitted, some important descriptions—such as “She talks as from a well-worn script, staring out of the windows as she talks, her mind on a dozen other things”—may not be picked up even with the actress’s performance. However, it is an important clue that Poopay will be transformed from a common prostitute living an abandoned
life in the beginning back to an innocent young girl at the end of the play. Therefore, the stark contrast between Poopay’s vivacious and seemingly loquacious entry into the scene and her absent-minded and perfunctory manners may be entirely overlooked by the audience, especially with the mutual interference of subtitle projection and stage performance. How to strike a balance between these two may be an issue that calls for further elaboration in a future study.

Course Development

This section attempts to chronicle the sequential development of the whole activity, which started long before the course officially began. Google Sites, with its collaborative platform for composition, is quite helpful in this respect. Members of this group are required to contribute their ideas from three perspectives: the origin, progress, and schedule of the performance. In the past, records of graduation drama performance were rarely kept, except for some rough schedules perhaps. However, once the participants are requested to post their ideas on the Site, they are given a chance for self-assessment and reflection, which in turn may be used for future reference. For instance, in the origin part, the student director explains how *Communicating Doors* was chosen as the feature play:

From the end of December (2011), ideas and suggestions of plays and stories were collected among classmates. In addition, I borrowed scripts from the library, bought some, and even asked my friends to bring back scripts from other countries. I spent my whole winter vacation reading scripts and trying to find some suitable choices. . . . At last, *Communicating Doors*, a comedy-thriller rose among the piles of play scripts. Though it is not a pure comedy, it is a carefully planned and beautifully written work. On the one hand, a series of (attempted) murders produces excitement, speed and action on stage. On the other hand, it brings out a big issue of chance and regret. In the play, characters are given a chance to go back to the past, to alter things, and to take actions. . . . Such an inspiring play perhaps is a good choice for the 2012 graduation drama.

Such reflection can certainly help students learn about their communication
skills and develop their ability in persuasion tactics. Aside from the origin, the progress (monitored by the group members) and the schedule (drawn up entirely by the administrative leaders) of the course are also uploaded for the reference of all participants. Such records may be a useful resource and helpful orientation for future drama performances in this department.

**Conclusion with a SWOT Analysis**

Though I have offered this course several times before, it is the first time I use Google Sites as the center of class activities (aside from hands-on preparations for the drama performance) in this project. Some problems would inevitably arise, and some issues need further investigation. A SWOT analysis (Figure 7) of the coursework may help set up some better guidelines for future reference.

On the positive side, this course tries to develop participants’ awareness of the importance of collaboration and coordination, foreground the idea of trusting and trustworthiness in group activities, and heighten the concept of group dynamics in working towards a common goal (a successful drama performance). Moreover, this project, with its structural design, may serve as a model for future graduation drama performances. It is hoped that participants can also acquire digital skills and cultivate a sense of design thinking so as to “combine empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyze and fit solutions to the context.”

On the negative side, though it is necessary for the instructor to have a thorough discussion of the playwright and the play in the classroom, time constraint may often force him/her to skip this process. As I have indicated earlier, preparations for the drama performance have been underway long before the semester begins in mid-September. There are only about three months left before the final stage performance. Many students are unwilling to go back to the things (studying the play together, for example) they have

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9 Quoted from “Design Thinking” in Wikipedia (12 Oct. 2012. Web. 7 Nov. 2012). The definition of design thinking in Wikipedia is useful in explaining how participation in and contribution to a class Google Site may help students develop problem-solving skills: “Design thinking refers to the methods and processes for investigating ill-defined problems, acquiring information, analyzing knowledge, and positing solutions in the design and planning fields.” According to Jeanne M. Liedtka, design thinking is **synthetic**, **abductive** in nature, **hypothesis-driven**, **opportunistic**, **dialectical**, as well as **inquiring** and **value-driven**. These characteristics of design thinking can be valuable criteria for a class Google Site in future studies.
already done. Therefore, not all students are really familiar with the play unless they try to study the script on their own. Besides, to have them input in a systematic way their ideas on the class Google Site is not only time-consuming but may also create extra workload for them aside from their busy schedule for the performance. To those participants who are not good at digital skills or who are simply assigned to certain tasks in the first place, such a project may seem intimidating. Moreover, since the Site will be in public domain open to all kinds of users, copyright may become an issue. For instance, is it legal to put Chinese translation of parts (or all) of the original play on the website? Is it alright to upload video clips of the performance to Youtube, for instance? Because all participants can gain access to the Site and edit the content, sabotage might also be a problem, especially when there is no backup choice for Google Sites. Finally, after this senior class graduates,
who will be responsible for the maintenance of the Site? These questions still remain unanswered.

Since this project is perhaps unprecedented in the English-related departments in Taiwan, a further follow-up study, particularly on the parts of post-production editing and participants’ reflections and audiences’ feedbacks, may be necessary to assess and solidify the research results in this study.
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A Trilateral Telecollaborative Model for Cross-Border/-Cultural Task Negotiation: The Pilot Study for Virtual Academic Discussions in ELF

Wen-Chun Chen

Introduction

In response to the steady increase in educational mobility, English as an international language is presupposed to grow on a tertiary level amongst multi-linguals (Smit, 2010). To function in a global community, also one of the priorities of higher education, is to develop the competence to communicate/negotiate in the lingua franca effectively—which applies to researchers and students inside and outside of the classroom for online and offline (face-to-face) academic exchange. Ideally, international scholars’ and graduate students’ ambition for knowledge quest should drive them not only to physically attend academic events but also enthusiastically participate in scholarly conversations. Yet in actuality, they are often silent in academic discussions, especially nonnative English speakers (NNESs) (Chen, in press). Hence, it is imperative for language educators to take action and find remedies.

A frequently proposed pedagogical solution is to create an immersive environment of participatory equality, with the inclusion of both NNESs and native English speakers (NESs) (Alptekin, 2002)—for building a norm that can naturally emerge through direct contact (Levy, 2007). With the rapid advancement and prevalence of new telecommunication media, more and more professional communities take advantage of networking tools to reach out to diverse members from geographically distant regions via video-conferencing or virtual seminars. Yet if or how virtual co-operative learning environments respond with pedagogical principles (or vice versa) requires serious scrutiny; and the effective use of technology calls for “digital pedagogy” (Rubens et al., 2005, p. 277). To promote NNESs’ participation in academic conversations, the current study (preluding a project funded by
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NSC\(^1\) reports how a trilateral online project incorporated digital pedagogy and facilitated a collaborative task design among three instructors and their graduate students. In this report, the researcher presents a model inductively and progressively that facilitated graduate students—including NNESSs and NESs from TESOL/TEFL\(^2\) master programs at three universities in three countries—to exchange ideas, offer input, and evaluate each other’s works via a cross-cultural and cross-border telecollaboration project in the spring of 2012. Before the pedagogical and epistemological infrastructure was completed (i.e., the prototype stage), the barriers appeared at both superficial and profound levels. Yet Rubens et al.’s (2005) seven pedagogical principles for collaborative work development served as the beacon during the course of model formation and task negotiation (among the three instructors and between students and their partner groups). The author addresses the guidance of these principles accordingly for those who wish to replicate the scheme. Although the Taiwanese instructor and her participating students have taken the center stage in the finding report (due to IRB restrictions applied to their overseas partners), their interactions with their international counterparts help weave the narrative nets to capture the collaborative realities (Geelan, 2003).

**Literature Review**

Much research has contextually discussed how NNESSs’ status impedes them (especially Asian students) from participating in scholarly conversations during their quest for knowledge in NES-dominant regions, i.e., host countries in North America, the U.K., and Australia. The fact is that the societies in the listed areas began to realize how English has lost its imperial position and begun to function merely as a lingua franca amongst diverse international people (Smit, 2010). Despite this reality, merely a few studies have focused on facilitative measures that assist NNESSs to partake in academic discussions in face-to-face (FTF) and online settings. Halic, Greenberg, and Paulus (2009) argued that NNESSs’ adversity is the consequence of their linguistic and academic identities. Jones (1999) further contends that “teachers may recognize that the reason for their students’ inhibitions are cultural origin but

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\(^1\) The formal research of this pilot study is currently sponsored by a grant (NSC 101-2410-H-194 -111) from The National Science Council in Taiwan.

\(^2\) TESOL: Teaching English to Speakers of Other Languages. TEFL: Teaching English as a Foreign Language.
not know the precise factors behind salience or reticence and not know how to encourage a shift in behavior…” (p. 243).

In his work with Turkish international graduate students, Tatar (2005) revealed the “complexities of the nature of participation” (p. 350): educational culture (the meaning of classroom discussions, learning styles, and the role of instructor), course requirements (oral participation and preparedness), and classroom dynamics (NNES status, the role of peers, and the presence of other Turkish NNESs). Recently, Sweeney and Hua (2010) found a striking result by looking from the reversed side of the issue: their research in the U.K. showed that there is a loss of balance between NESs’ understanding of intercultural communication and their ability to actually employ strategies to accommodate NNESs. In other words, the adjustments should be two-way between NNESs and NESs and between teachers and students.

Coincidentally, the Turkish students in Tatar’s study and the Chinese subjects who studied in Canada in Zhou, Knoke, and Sakamoto’s (2005) research similarly explained NNESs’ uncertainty about the peer/teacher’s receptiveness of them, their presence, and their participation, especially when their comments or knowledge might not be expert-level. Turner and Hiraga (1996) concluded from their research that when NNESs’ doubt themselves, they are prone to marginalize themselves from the mainstream. Jones (1999) implies that fundamental solutions should go farther than merely identifying the cultural dynamics that many intercultural studies have addressed.

A rudimentary approach is called for to empower NNESs to become legitimate and competent participants in the scholarly communities—a learner-centered instructional design to address the students’ needs (Morita, 2004). Knowing that more participation will lead to more enjoyable and empowering learning (Gu & Maley, 2008), NNESs are encouraged to discover various norms and discourses, building their skills (communication strategies in ELF, i.e., English as a lingua franca) before partaking in academic activities involving NESs or global professionals from other linguistic backgrounds. The preparatory instruction should begin within classrooms (a comfort zone), but eventually should go beyond—at both faculty and student levels (Snow, Kamhi-Stein, & Brinton, 2006). As more and more distance education and international programs are populating around the world, students should
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equip themselves to engage in professional conversations in ELF. To take advantage of the prevalence of Web 2.0 communication technology, NNES language educators around the world (e.g., Chen & Eslami, in press; Liaw & Bunn-Le Master, 2010) have begun to reach out to each other in cyber space, with mutual benefits in mind, bridging NNESs from various cultural and/or linguistic backgrounds and situating their learning in globalization.

The Telecollaborative Model

Theoretical Framework: Social Information Processing Theory

In this project, Social Information Processing Theory was adopted to reassure positive co-learning results among the three parties. Social Information Processing Theory, in a nutshell, is an interpersonal communication theory: people formulate ways to send/receive and interpret individuating information, and meanings are bound by culture (Walther & Parks, 2002) and media choice (Fulk, Schmitz, & Steinfield, 1990). Dr. Joseph Walther developed the theory to help compare and explain the basis of face-to-face (FTF) and online interactions and delineated the subtle impact made by various mediums. It highlights the role of social context and the anticipation of future interaction as crucial to positive relational mechanisms (Olaniran, 1994). In an online communication context, despite the lack of physical presence, interlocutors can still strategize substitutes for nonverbal cues, such as use of emoticons and time stamps, to form impressions of others, regardless of the transmission speed (band-width). The more people gain information and display greater self-disclosure, the closer the relationship becomes. The theory examines the nature of online relationships formed through various social settings and mediums. NNESs would build their preference of medium use around their needs; the choice is often culturally related. This theory clearly inherits the central notion in socio-constructivism yet puts more weight on the multimodality of telecollaboration.

Research indicates that even if the online initial contact between individuals is task-oriented information exchange, such as in the case of an online group discussion for a class assignment, members still develop social bonds—in spite of the longer time required than in FTF settings (Olaniran, Rodriguez, & William, 2011). Furthermore, silence and/or particular communication styles are also allowed for culturally responsive interpretations rather than a sign of mere passivity (resulting from the
absence of mannerisms) and ought to be dealt with through strategy training, i.e., netiquette in telecommunication (Swaine, 1995). Cifuentes and Murphy (2000), Warschauer (2001), and Walther (1992) emphasize how telecommunication promotes ultimate participatory equality—gender, race, and linguistic status—compared to FTF settings: people primarily focus more on messages than the speakers. Nonetheless, there is a scarcity of research explaining and supporting that an assimilation effect occurs between diverse groups to attain information processing via telecommunication (Olaniran et al., 2011). Tatar (2005) declares that “more extensive cross-cultural investigation [is needed] to be able to discover the roles of different factors on participation behavior” (p. 353).

In the proposed research, three groups of graduate students, including NNESs and NESs, collaborated with each other from distant sites via networking tools to simulate virtual seminars hosted by professional communities. The multimodality of the communication, between the groups, among the individuals, transitioning from one platform to another, could lead to different levels of academic information exchange due to context affordance, genre-specific corpus, and topic/audience familiarity (Belz & Vyatkina, 2005). Nonetheless, since the telecollaboration will last for a substantial duration, discursive practice might appear in response to joint reading, and communication needs might develop when the appropriateness/norms (Roy, 2001) are established in the integrated community to achieve certain convergent goals or tasks. Under the influence of globalization, more and more Taiwanese classroom practitioners and educators introduce a western schooling experience to revive the conventional one-way teaching-learning style from the past. How our higher education curriculum should respond to the change is worth exploring.

**Background of Collaboration and Participants**

Three international scholars with NNES backgrounds, also the instructors of the three graduate level courses in Taiwan (Chiayi), the U.S. (New York), and Poland (Częstochowa), respectively, led their students to partake in this web-based collaborative learning project for two months. Their demographic information is summarized in Table 1. As seen in Table 1, English was used as the lingua franca among the participants from the three groups. The three instructors are all specialized in computer-assisted language learning and met
each other at a professional conference in the U.S. On account of their common research interests, they were inspired to work together virtually when all would be teaching similar courses in the same semester. In the spring of 2012, this opportunity presented itself (as seen in the course titles in Table 1), and hence, the international project began.

Table 1. Demographic Information of the Three Parties

<table>
<thead>
<tr>
<th>Taiwan (TW)</th>
<th>The U.S.</th>
<th>Poland (PL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Students</td>
<td>Instructor</td>
</tr>
<tr>
<td>Mother tongue (L1)</td>
<td>Mandarin</td>
<td>German</td>
</tr>
<tr>
<td>Academic background</td>
<td>M.A. in TESOL and Ph.D. in Education from the U.S.</td>
<td>M.A. in TESOL and Ph.D. in Studies from Germany</td>
</tr>
<tr>
<td>Course</td>
<td>Online Learning Community</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>Instructional language(s)</td>
<td>English and Mandarin</td>
<td>English</td>
</tr>
<tr>
<td>English user status</td>
<td>All NNESs (EFL³ users)</td>
<td>A mix of NNESs (international students) and NESs</td>
</tr>
</tbody>
</table>

In order to virtually integrate the three classes located in the three countries and three time zones, several preparatory measures were called for.

³ EFL is the acronym of English as a Foreign Language, which is the contrastive status of ESL (English as a second language). EFL learners live in a non-English-speaking country and usually learn English for academic (mainly test-taking) or business purposes, while ESL learners live in a country where English is the primary language and is their everyday communication tool.
before the official launch: constructing a corporative platform, deciding on the communication tool(s) and form(s), negotiating the project objective, and, most importantly, analyzing the affordances of the learning tasks (Bower, 2008). Here, affordances are defined as the possible language learning opportunities and constraints provided in task-based interactions and/or via educational technologies (Levy, 2009). The instructional design complementing the suggestive telecollaboration model will be introduced in the findings.

Data Collection and Analysis

The data collected included the online corresponding records among the three instructors. To obtain referential adequacy that supports credibility (Erlandson, Harris, Skipper, & Allen, 1993), three instructors’ accounts will cross-reflect the alliance. Furthermore, the collaboration tools among three parties and students’ feedback and work products were also examined to triangulate the interpretations of the findings. Qualitative analysis approach Boyatzis (1998) suggested was adopted to reveal the progression of the trilateral partnership.

For the data analysis, Ruben et al.’s (2005) pedagogical principles under the labels of Computer-Supported Collaborative Learning and Computer Supported Collaborative Work reveal the multifaceted model formation and methodical introduction of the involved logistics. The seven principles elucidate the capacities and affordances of the prescriptive design that guided the participants to take part in scholarly conversations with international audiences.

Seven Principles and Corresponding Instructional Design


The instructor of the American group offered a preliminary scheme to initiate the mechanism formation of the trilateral collaboration. The TW and PL instructors then made revisions to accommodate their respective curricula. Several tools and components, per the result of brainstorming among the three instructors via email, jointly supported the collaboration system:

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4 All the data presented in the finding section are unedited, i.e., preserving their original forms. Hence, grammatical errors and typos are spotted often due to the colloquial discourse adopted by the participants.
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1. A tool-based literature report: This entails a reading list, accompanied by an annotated bibliography, targeting a Web 2.0 tool they devised for the task design, a review on chosen scholarly works, an oral presentation and in-class discussions.

2. Task design and product: Students (working with small groups) designed a technology-based online task for a target student population of their choice (adults/children/ESL/EFL, etc.).

3. Task evaluation by the instructor and overseas partners: By posting their learning task draft on their project site, each group offered and received feedback from their distant peers, followed by a modification on the learning task accordingly.

4. Task implementation: Actual teaching to a learner group and feedback provision from the targeted students and overseas partners (online and locally).

5. Final group presentation and paper: Each group incorporated all the work products from the previous steps and packaged everything learned and accomplished into a research paper. This paper consisted of a brief literature review, feedback received, personal reflections from peers and online discussions, a learning task design, and references. The end products were published on the project site.

6. Deadlines: In order to facilitate information and knowledge exchange, all three groups were in sync on the step-wise timeline.

Principle 2. Designing for Flexibility and Modularity

The three participating groups from the three universities and three countries had their respective educational and technological protocols to follow as well as our curricular demands. Task negotiation (including the logistics for the trilateral collaboration) was necessary to build a common group for all. In order to achieve effective and timely multidirectional communication and keep a record of all the discussions among the three instructors, a shared Google Document was created for all three to first upload their course syllabi and then leave comments (supporting both synchronous and asynchronous communication) to each other to address potential problems. This choice of medium was unconventional but included the features of email, instant messenger, and a discussion forum among a small number of collaborative writers. Working across three time zones (6- to
12-hour differences), occasionally when we spontaneously met online (promptly indicated by the number of document viewers on the upper right-hand corner of the window), they could flexibly switch to Google Chat for real time conversations. When changes (or comments) were made, the system sent out RSS\(^5\) via email to keep all the co-writers informed.

Among the major concerns was the need for a shared platform and communication tool that allowed easy access for every participant. The participating U.S. and PL schools both used Moodle (more information is available at http://moodle.org/?lang=zh_tw) for their school-wide course management, while the Taiwanese school had its self-developed learning management system, e-Course (details are available at http://ecourse.elearning.ccu.edu.tw/). The two systems were both self-contained yet seclusive (i.e., excluding outside users/viewers). Hence, neither was an option for the three instructors to create a shared platform for all the participating students. The TW and US instructors suggested building a Google Site due to their familiarity with the tool. But Google Site is very different from the institutional system in use, and its openness (free and accessible to the general public) could cause cyber-security issues. The PL instructor hesitated: “I am sure it is a great tool, yet I need to look closer into it to make sure I can handle it” (comment made by PL instructor on the Google Docs). The decision was finalized after a few days; the project site was created with low levels of security measures. The US instructor proposed: “We will limit the site to designated viewers only; hence, all students would have to give us their Gmail accounts so we can grant their accesses” (comments made by the US instructor on the Google Docs).

**Principle 3. Facilitating Knowledge Building Rather Than Providing a Discussion Forum**

With the elevation of the security level on the project site, accesses were granted to exclusive users only (our students). They also shared partial site ownership by becoming the co-authors of the subpages; each team opened a sub-webpage to introduce themselves and showcase their work. To facilitate knowledge building and sharing accompanied by their work in progress (the task products will be explained in the next principle), students could also visit

\(^5\) RSS (Really Simple Syndication) is one part of web 2.0 technologies getting adopted by many websites for sharing and distributing Web content, such as news headlines. Using an RSS reader, you can view data feeds from various news sources.
other teams’ pages (particularly their partner group’s) and/or leave comments at the bottom of their work. This is an evident continuation and expansion of the co-authoring work pattern among the instructors on the aforementioned Google Docs.

**Principle 4. Scaffolding Progressive Inquiry**

The main knowledge exchange between the three parties was built on the collective efforts among in-class group members, followed by constructive criticism from their overseas partner groups. Guidance was given for in-class task design to form the preliminary plan. The three instructors adopted the lesson plan template suggested by the TW teacher (what she used in her ESL methodology courses), to raise students’ awareness of the importance of solid pedagogies behind their designs. During the fine-tuning process, the three instructors were respectful and professional toward each other (as shown in the email correspondences below among the three instructors), and they stayed open-minded to seek how to most benefit all of the participants.

Email from the PL instructor to the TW counterpart on 03/07/2012:

XXX, thank you very much for the task template - it's very useful :-) I'll definitely use it with my students. I think I will add a language focus since this is what students often miss in such activities - what do you think? I've also added it as another category for evaluation. If you think you don't need it, just leave it out and I'll discuss it in class, only.

Email from the U.S. instructor to the PL and TW counterparts on 03/08/2012:

Thank you ladies for the input...We need to think what we want Ss to focus on when they swap task drafts. The drafts are going to be very diverse but should follow the general guidelines we've laid out.

The unity of the final layout and mandatory elements among the three parties facilitated the next step: between-group review. The template was drawn and adapted from the world famous required reading (in the TESOL field) *Teaching by Principles* by Brown (2007, pp. 171-176) and the K-W-L teaching model by Ogle (1986): (a) setting the objectives, (b) identifying the target group and instruction time allowed, (c) acquiring the necessary...
teaching aids, (d) deciding on tool use, (e) developing rubrics/assessment, (f) determining content/material/topic, (g) establishing a language focus, (h) creating a step-by-step procedure (based on K-W-L) and teaching time, and finally (i) allowing for group reflection on task implementation. Devising the same template symbolized sharing, which was a gesture of building a learning community. Among the three groups by devising the same template also cultivated the sense of a learning community.

**Principle 5. The Role of Tutoring in Progressive Inquiry**

With the coordinated lesson planning format and components, it was only natural for the three groups to follow the same evaluation criteria. The three instructors made their respective contributions, drawing from three major scholarly works to co-author on an evaluation worksheet reflecting the elements addressed in the lesson plan template. This time, the PL instructor took initiative and drafted an evaluation sheet based on one of the joint readings: the eight CALL (computer-assisted language learning) conditions in the introductory chapter of *CALL Environments: Research, Practice, and Critical Issues* by Egbert, Chao, and Hanson-Smith (2007). Then, the U.S. instructor also proposed: “How about we all use the feedback sheet that XXX provided as the general guidelines for the draft feedback in a couple of weeks? Could we also add Pegrum's multiliteracies [the other joint reading, Ch. 3 in Pegrum, 2009] as well?” (her email to PL and TW instructors on 3/15/2012). The TW instructor responded to her email on 3/16/2012:

Dear all, I don’t mind adding 1-2 criteria from the chapter of Many Literacies. Although my students will read that chapter a bit later, I can still explain to them verbally during the feedback time...I would also suggest the inclusion of addresses linguistic, cognitive, and technological dimensions. Based on your design and the three foci we have included, I would also suggest students to envision the three phases of learning, namely before, during, and after the task, of different perspectives provided in the three sets of criteria during their task design. In fact, as reading the intro chapter in Egbert et al. (2007), the optimal learning conditions in CALL they mentioned reminded me of what Chapelle (1998)

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6 Due to the IRB protocol, the real names of the participants in the study should not be disclosed.
has proposed (which also happened to be 7): Seven Hypotheses Relevant for Developing Multimedia CALL......[the seven hypotheses were listed out].

Evidently, the three instructors contributed their individual experiences and knowledge to co-construct progressive inquiries for the students to ponder on the feasibility and possible pedagogical outcomes of their task implementation.

**Principle 6. Designing Tools for Process Analysis**

Continuing the last stage of co-planning on the task review among overseas groups, all the participating students were given the finalized version of the guidance sheet containing three constructs drawn from the three aforementioned major scholarly works: (a) The basics (Chapelle, 1998), (b) the eight conditions for optimal language learning environments (Egbert et al., 2007), and (c) the promotion of participatory, remix, intercultural, and technological, four multi-literacies (Pegrum, 2009). The direction ensures the task evaluation dictates the alignment between the choice and use of technology, and pedagogical objectives. Often times this element is taken for granted, yet the interpretations can vary drastically due to cultural or educational factors.

When facilitating her students, the PL instructor expressed how her students were challenged by the task and academic discourse in English as a foreign/international language. In her email on 04/01/2012 to apologize for the delay on her end, a realization about her students was depicted:

Dear All, it's just a quickie to let you know that all my students have already published their drafts. They are a bit late compared to your students, but it turned out they all needed my consultation and extra instructions. From what I see now, there are big differences between how our students understood the task and I find this really interesting. I'm truly looking forward to how they sort things out. Knowing that they are late, I asked my students to move to evaluation as soon as possible......I have already noticed how teacher-dependent my students are - they want me to approve of everything they do ;-)
The school calendars were different among the three universities, which made it hard for all to synchronize the deadlines of task/review completion and added another challenge in the trilateral cyber collaboration. Fortunately, the three instructors were all very experienced in telecommunication projects and were able to effectively negotiate/troubleshoot throughout the process. Nonetheless, inevitable confusions still occurred. The original plan was to have two rounds of task reviews after the revisions based on the results of task implementation. Unfortunately, the U.S. instructor forgot to execute the second round, and their partner groups were disappointed. In the TW instructor’s email on 04/15/2012, she decided to reflect on her students’ frustrations by retrieving the old communication records to remind her overseas partners:

Dear All, I remembered that we asked our students to evaluate their partner groups’ task twice with the same feedback/evaluation sheet. Below was written in our previous communication: “Just a quick clarification: The feedback for your partner groups should be based on how you completed the task. In other words, you are not going to comment on their task in the same way you did the first time around but you should mention your experience of executing the task. There is no set format for this. You can use the same peer feedback we’ve used before (and add additional comments on what worked well and what didn’t work so well). You can also comment directly into their Word document or Google Site page (depending on the format they use). Please complete everything before our next class.”

Apparently, there was some tension among the instructors at the end of the project due to the insufficient execution of the plan. Nonetheless, the PL instructor was still reassured by the hard work put into the collaboration. In her email on 4/17/2012, she acknowledged the intercultural and international nature of this virtual partnership: “From what I see now, there are big differences between how our students understood the task and I find this really interesting. I’m truly looking forward to how they sort things out.”

Principle 7. Providing Support for Community Building

In an attempt to build a learning community, an ice-breaking activity was
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designed for the students to introduce themselves, their schools, and culture/country to their overseas partners. Since all the participating graduate students were taking CALL related courses, they took advantage of online social media, producing electronic materials and publishing them on the project site to fulfill this requirement. Some of the students’ products were on Glogster, Sliderocket, Prezi, and many more.

In addition, students also greeted each other and interacted through their group pages on the project site. However, because of institutional technology protocols, the teachers chose not to encourage students to engage in real-time chat online. In the end-of-project questionnaire, TW student A said:

Since our interaction with the counterpart was infrequent and delayed, I did not learn much about their cultures from my partners. Learning little doesn’t mean learning nothing. This is my first time to interact with Polish people who are conservative. It seems that they are very friendly and hardworking....

Another TW student expressed: “Due to the time differences, we were limited to asynchronous tools for communication, and hence could not receive immediate feedback.” To compensate for the inherent limitations of physical distance among the three parties, some students offered suggestions to strengthen the cyber partnership: “I am thinking maybe we can use videos to illustrate the task design, so it would be easier for both teams to express what we want to complete in the task...” and “working with another school from Taiwan should benefit me just as much.” The students began to think creatively and critically as future practitioners developing their understanding of CALL.

Nonetheless, the exchange still empowered TW students: they came to a realization that their NNES identity should not impede them from claiming their linguistic ownership in English: “I felt that sometimes the partner group couldn’t understand our task design or our feedback because of the way we say it. So we’d have to be more accurate in choosing words or be clear.” Another student also echoed this idea with the following statement:

First of all, the advantage of working with native speaker is that we can...
know their specific language use. However, Polish partners’ nonnative speaker status doesn’t affect communication quality much either. Therefore, during the process, we have no problems in communication since we mutually understand the language we use.

Conclusion

From this pilot study, all the involved parties—teachers and graduate students—have gained an invaluable experience—culturally, pedagogically, and technologically. The positive and productive problem-solving efforts among the three scholars, who only met each other once in person, resulted from their frequent exchange of opinion, their open-minded attitudes, and the merits of telecommunication. Miscommunication and confusion occasionally occurred, indicating the limitations of electronic media and the lack of in-person interaction. Yet the reduced physical presence also induced more discussion. The fruitful outcomes endorsed Social Information Processing Theory: with enough time given, trust and partnerships eventually grow. This trilateral telecollaboration will serve as a solid foundation for the full-scaled cooperation between Chung Cheng University in Taiwan and WSL (College of Science) in Poland in the formal study—taking place in the fall of 2012. The detailed delineation of this telecollaborative model also showcases possible learning outcomes to those who share a similar interest in working on international academic exchange via telecommunication.

Acknowledgement

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Developing Key Competencies through Project-Based Learning

Yuh-Mei Chen

Introduction

With the rapid advance of information technologies, we are changing our ways to construct and share knowledge in cultural economy and industries. To embrace the new era of globalization, Ministry of Education in Taiwan (MOE-Taiwan) has mandated practitioners across various educational levels to develop and implement new methodologies and didactic techniques to prepare students for the rapid, global challenges. In the tertiary level, MOE-Taiwan launched a four year project to examine humanities education around the nation. Across nine disciplines, the project team established a set of six key competencies for the humanities to help teachers scrutinize and modify their current curriculum design and instruction against the driving forces of globalization and digitalization. The competencies contain (1) Effective Communication and Language Skills, (2) Classics Comprehension and Analysis, (3) Problem-Solving and Research, (4) Creativity and Innovation, (5) Technology Application and Literacy, and (6) Global Vision and Awareness of Cultural Diversity. The first three constitute the core competencies, and the next three comprise the new and developing competencies that are the mandatory and essential key to the 21st century economy around the global (Liu, 2010f).

For the humanities, course designs and classroom practices more often than not have little relevance to technology application and information literacy. Based on a comprehensive review of course syllabuses and questionnaire surveys across nine disciplines of the humanities in Taiwan, Liu and her colleagues (2010c, 2010e) have observed that technology application and literacy receives much less attention in curriculum design.

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1 According to Liu (2010e), this competence was renamed as “Technology Application Skills and Understanding of Science and Technology” in the finalized framework. But in this study, the original term of “Technology Application and Literacy” was adopted because of its brevity and generic relatedness to knowledge of science and technology and application skills.
among the six identified core competences. For example, Chen (2010) reported that Departments of English or Foreign Languages and Literature in Taiwan’s universities, including undergraduate and graduate programs, offer less than 5% courses that require students to use computer technologies or acquire information related literacy. He reasoned it might be related to course contents and materials. Indeed, such result not only points out the huge gap between the humanities and development of information technology but also suggests that we should ride the current trends without any delay by integrating technologies into curriculum to assist our students to obtain knowledge and skills required for the globalized information age.

In addition to lack of the digital component, Liu (2010c) also pointed out that the humanities paid less attention to the new competencies such as global vision and awareness of cultural diversity as well as creativity and innovation, but put more emphasis on the core competencies such as communication and language skills, classics comprehension and analysis, and problem-solving and research. Although this mirrors the normality of current humanities education, Liu argued that the new competencies, not emerging out of nowhere, indicate possibilities of the humanities thriving with the social, cultural changes and demands, and suggest that the crossover between the humanities and other fields can help teachers and students meet existing and future challenges. In the same vein, Jay and Graff (2012) also described programs of “humanities +” (ties with colleges of business and management) and “digital humanities” (merging with computer science by two tracks) to exemplify the necessity of equipping students with new competencies to expand practical utility in the humanities.

In view of the paucity of humanities courses addressing the new competencies in Taiwan, this study aimed to implement a project-based collaborative approach in a course titled English for Broadcast and explore effective ways to engage students in learning English sound system, communication and broadcasting strategies as well as develop key competencies for English majors in the EFL context. The course was learner-centered, content-driven, and combined with traditional classroom and computer-mediated activities and tasks. With the six key competences defined by Liu and her colleagues as competency standard in course design, the present study focused on the following questions:
1. Does the implemented project-based course help develop the six key competencies?
2. What are effective ways to enhance these competencies?
3. What have students achieved in this course?

**Literature Review**

**Key Competencies in 21st Century**

Given the impact of global economy and information technologies, conferences on education worldwide have addressed the key competencies required in the 21st century and the need to align curriculum and instruction with new global environments that emphasize these competencies. For example, in 1996 the International Commission on Education emphasized the four pillars in competency-based education: (1) learning to do, (2) learning to know, (3) learning to be, and (4) learning to live together (APEC HRDWG), which have been referenced frequently in subsequent efforts of identifying 21st century competencies. In 2008, the 2nd APEC Education Reform Symposium described 21st century competencies as the knowledge, skills, and attitudes necessary to be competitive in the global economy and workforce. The participating parties generally agreed that the next generation should learn to manage themselves, participate in the increasingly diverse society, use new technology tools, and cope with rapid changes in the world surrounding their lives (Kay, 2008; New Zealand MOE, 2008; Villanueva, 2008). In addition, the participating educators accentuated that these competencies/skills cannot be “caught” but must be “taught” with curricular designs that scaffold and support students’ learning (New Zealand MOE, 2008, p. 21). In 2009, OECD New Millennium Learners Conference also addressed issues of 21st century competencies such as how to define and incorporate these competencies into curriculum and how to support instruction and assessment. Besides clarifying the terms used to characterize 21st century competencies, the conference highlighted the particular role of information and communication technologies in the development of these competencies as well as related assessment practices and teacher training (e.g., Ananiadou & Claro, 2009).

In the face of the global challenges, the humanities cannot and should not resist making an adaption to the world of business and technology. Jay and Graff (2012) document the professional utility of humanities skills, and
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urged that the humanities start making themselves relevant in the 21st century with “a critical vocationalism, . . . taking advantage of opportunities in the private and public sectors for humanities graduates . . . to apply their training in meaningful and satisfying ways” (Jay & Graff, 2012, para. 5). They also point out that the humanities indeed have the advantage of preparing students for “an unpredictable variety of occupations” (Jay & Graff, 2012, para. 10) because of the inherent training of critical thinking, analysis, and communication. They further note that many holding favorable views of the humanities’ usefulness have begun to identify the range of useful professional competencies that a humanities education can equip students with to face the challenges in the 21st century.

Key Competencies for the Humanities in Taiwan

Speaking of key competences for the humanities, the seminal works of Liu and her colleagues (Liu, 2010a, 2010b, 2010c, 2010d, 2010e) can best inform our understanding of the current humanities education in Taiwan. They are reports of an MOE project from 2007 to 2010, which aimed to review the humanities in Taiwan across nine disciplines, including religion studies, philosophy, visual arts, performing art, design, history, Chinese, foreign literature, and applied foreign languages. One of their research results was the establishment of humanities competency framework. Six key competencies were identified and revised three times based on critical reviews of relevant competency models (e.g., Humanities Indicators of American Academy of Arts & Sciences, Academic Quality Improvement Program, National Association of Schools of Music) as well as a number of expert consultations, focused panels, and research team meetings. The draft of humanities competencies was revised three times and finalized into a framework of six key competencies: (1) Effective Communication and Language Skills, (2) Classics Comprehension and Analysis, (3) Problem-Solving and Research, (4) Creativity and Innovation, (5) Technology Application and Literacy, and (6) Global Vision and Awareness of Cultural Diversity. The competencies of (1), (2), and (3) are regarded as the core, fundamental skills, and (4), (5), (6) are the new and developing competencies serving as the key to the 21st century economy and workforce around the global (Liu, 2010f). They were utilized as evaluative indicators or descriptors for scrutinizing humanities curriculum design and instruction practices in Liu
et al.’s subsequent studies.

In a comprehensive analysis of 30,822 course syllabuses and documents (during three academic years, Fall 2005–Spring 2008) and follow-up questionnaire surveys on teachers’ and students’ perceptions of the humanities courses in terms of the six identified key competencies, interests and needs, professional development, learning environment and resources, Liu (2010e) concluded that the humanities by and large concentrated on the development of the core competencies and ignored the cultivation of new competencies; the competence of technology application and literacy received the least attention in course design and instruction; most of the humanities courses were teacher-centered; only about 30% of the humanities teachers said they paid heed to the social needs and workforce when designing courses; while 80% of the students knew clearly their interests and abilities and felt satisfied with their departments, around 60% felt lost and confused about their career path; teachers emphasized academic development and long-term competence cultivation, but students preferred practical training and immediate learning effects; above 70% of teachers and students stated their universities recognized the humanities competencies as their important objectives for human resource development, but the given resources were insufficient.

Regarding the curriculum and instruction of English Departments in Taiwan, the picture is identical to the big one of the humanities summarized in Liu (2010e). Drawn from the survey of 6,971 course documents, Chen (2010) reported that courses offered in programs of English or Foreign Languages and Literature mostly emphasized the core and fundamental skills at the expense of the new and developing ones: (1) Effective Communication and Language Skills, 65.42%, (2) Classics Comprehension and Analysis, 46.01%, (3) Problem-Solving and Research, 42.28%, (4) Creativity and Innovation, 11.19%, (5) Technology Application and Literacy, 3.14%, and (6) Global Vision and Awareness of Cultural Diversity, 39.83%. Obviously, competencies (5) and (4) were addressed much less than the core competencies. This result indicated that courses offered for English or foreign language majors were likely to underscore the analysis of and communication with texts and discourses, and overlook the impact of technology and the requirement for creative learning production.

After a SWOT analysis of the current humanities in Taiwan, Liu (2010e)
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proposed six concrete measures to enact the humanities reforms in curriculum design, interdisciplinary collaboration, and continuous appraisal of practice. The very first measure was to develop interdisciplinary courses, better with project-based design and course requirements. The present study conducted in a course called English for Broadcast was indeed a response to the call for innovative and interdisciplinary courses from the humanities. It also resonates with the suggestion that project-based approaches to teaching and learning be a priority for course designs to help students develop key competencies for challenges of the 21st century.

Project-Based Learning

Project-based learning (PBL), simply put, is “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p. 2). Literature suggests that PBL not only reflects the principles of student-centered pedagogy in a general level (Fried-Booth, 2002) but also have some common features with classroom approaches such as experiential learning, cooperative learning, inquiry-based learning, problem-based learning, and content-based instruction (Stoller, 2006). In more detail, PBL is a student-driven and teacher-facilitated approach which engages students in doing projects as a way to present their learning process and product. Throughout the process, students participate in authentic tasks for authentic purposes, work with others to achieve a common goal, struggle with problems and make decisions, and employ central concepts and principles of a specific discipline.

Along with its widely-cited success in teaching science and engineering, PBL has also been advocated to promote meaningful and purposeful language learning for more than twenty years (Stoller, 2006). Assigning projects to students is viewed as establishing “a direct link between language learning and its application” (Legutke & Thomas, 1991, p. 214). Within the project framework, students have opportunities to “recycle known language and skills” in natural contexts (Haines, 1989, p. 1) and acquire language, content, and skills simultaneously (Beckett & Slater, 2005).

In second or foreign language learning settings, benefits about PBL are mostly based on teachers’ anecdotal reports, not findings drawn from empirical studies (Beckett, 2006a; Stoller, 2006). In addition, research has revealed conflicting results. Earlier studies (e.g., Beckett, 1999; Eyring, 1989;
Moulton & Holmes, 2000) found that more students held negative responses toward the project approach to learning English as a second language. Beckett (1999) attributed students’ dissatisfaction to the disparity between teachers’ and students’ beliefs in language learning and goals for PBL. However, in her later study (Beckett & Slater, 2005), PBL was found successful with the project framework made explicitly to students in terms of the goals and resources associated with project work. In view of limited and inconsistent empirical evidence regarding the use of projects, Stoller (2006) urged that more rigorous studies be required to support or define a model for PBL in second or foreign language learning.

Some Notes about Project-Based Learning

Project-based learning (PBL) is often confused with problem-based learning because both are recommended as alternative to traditional instructional practices and emphasize learner-centeredness and real-world experiences as well as self-direction, peer communication and collaboration. However, in this paper, they are not used as synonyms. PBL is considered a broader term and its process may be composed of several problems students need to tackle with. That is, problem-solving is regarded as an integral part of project-based learning.

By the same token, projects are frequently mixed with tasks in course requirements or activities. Projects involve complex learning channels and diverse procedures, so there are varied criteria for project length, content, and structure. In general, a project is considered longer in duration, extensive in content than a task, and may be composed of several tasks. Beckett (2002) deems a project as “a long-term (several weeks) activity that involves a variety of individual or cooperative tasks” (p. 54). However, students probably grapple with internal influences such as motivation, self-management, and evaluation of effort, and fail to perceive the value of the project when they are assigned with in-depth investigation over an extended period of time. Grant (2011) suggests that teachers should consider varying the length of projects to help students experience different project durations and determine the optimal duration for their students. In his study, students worked independently throughout a ten-week project, and they felt the project was too long though collaboration was embedded through peer reviews and brainstorming. Project length seems to be
perceived related to its scope and depth as well as collaboration format. A satisfying profound project may well comprise a series of tasks which involves group and individual efforts to increase learning opportunities and achievements. Most importantly, the end product is a collaborative project which demonstrates individual and group accomplishments.

Projects can be central to the curriculum (Thomas, 2000), or simply a natural extension, an enhancement of in-class activities, highly structured, semi-structured, or highly unstructured (Stoller, 2006). Capraro and Slough (2009) contend that projects are connected with well-defined outcomes (namely, clearly-defined expectations and objectives), but ill-defined tasks (that is, various methods/processes, multifaceted information for exploration and completion); the use of projects often “results in the emergence of various learning outcomes in addition to the ones anticipated” (p. 5). They seem to put more emphasis on goals of project work and standards for the end-product, and the processes to explore and finish the project may vary and involve multiple solutions. However, Foss, Carney, McDonald, and Rooks (2007) remind us that projects may fail when there is a lack of sufficient organization, group cohesion, or determination to reach the project goal. Van Lier (2004) argues that “project work requires a tightly designed and richly varied curriculum . . . and it requires very carefully structured materials and activities” (p. 159). Furthermore, Beckett and Slater (2005) claim the effectiveness of the project framework as a cultural tool to socialize students into the mode of learning through language and integrate language with content and skills. In other words, to ensure the success of project-based learning, students should be informed explicitly or have a clear awareness of project goals, structure, and framework at the start of their projects (Beckett, 1999; Beckett & Slater, 2005; Wilhelm, 1999).

To ensure the success of project-based learning, Stoller (2006) specifies ten essential conditions as a result of a comprehensive review of the literature in project-based second or foreign language learning:

PBL should (1) have a process and product orientation; (2) be defined, at least in part, by students, to encourage student ownership in the project; (3) extend over a period of time (rather than a single class session); (4) encourage the natural integration of skills; (5) make a dual commitment to language and content learning; (6) oblige students to work in groups
Chen: Developing Key Competences

and on their own; (7) require students to take some responsibilities for their own learning through the gathering, processing, and reporting of information from target language resources; (8) require teachers and students to assume new roles and responsibilities; (9) result in a tangible final product; and (10) conclude with student reflections on both the process and the product. (p. 24)

In this study, these ten conditions were utilized to guide the project design. In addition, students were required to assess each other’s performances in the project work as formative assessment and summative assessment. To facilitate students’ understanding of learning goals and expectations as well as their awareness of their new roles in learning, collaborative assessment (peer and self assessment with teacher assessment) was implemented.

Method

The Course

English for Broadcast was a three-credit elective course offered by the undergraduate program of the Department of Foreign Languages and Literature in National Chung Cheng University during the academic year of 2011-2012. While the course was being implemented, the Department decided to adopt the humanities competency framework defined by Liu and her colleagues (Liu, 2010b) as core competencies for its undergraduate program. The present course was thus conducted as a pilot study to address the six key competencies with project design.

It aimed to help students develop proficiencies for English radio broadcast, build up their competitiveness in the job market, and obtain the competencies required for meeting the future societal challenges. The content mainly focused on knowledge of the English sound system, communication strategies, and skills of producing English radio programs with digital technology. The course objectives included enhancing English pronunciation and speaking skills, promoting understanding of global and local issues and diverse cultures, cultivating creative thinking and problem-solving abilities, fostering teamwork spirits, and developing self-reflection and self-regulation abilities.

The Project Framework

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Figure 1 presents the project framework implemented in this study. It includes five stages: planning, development, presentation, assessment, and reflection. As the dotted bi-directional arrows indicate, there was interplay among stages of development, presentation, and assessment. Students might develop and revise their broadcast program structure and content after they presented their broadcast episodes, assessed each others’ products, received feedback from peer assessors, and reflected on learning. In addition, Individuals’ learning was mediated through peers and the teacher and channeled through aural, oral, visual, and graphic materials.

Participants

Two cohorts of students took this course in two consecutive semesters. Cohort 1 enrolled in Fall 2011 comprised 29 English majors, including 9 male and 20 female students, and Cohort 2 registered in Spring 2012, with 21 English majors and 5 non-English majors (2 majoring in Law, 2 in Communication, and 1, Economics), and 4 male and 22 female students. In this study Cohort 2’s opinions were discussed with how much the course design was related to the key competencies identified for the humanities in Taiwan. But students’ projects from both cohorts were described and documented to present a closer look at how well projects can help students develop these competencies.

Instruction Design
This course was implemented in a blended learning environment which integrated teaching and learning with assessment through various classroom and computer-mediated activities and tasks. In addition to regular class meetings, it utilized the course management system developed by National Chung Cheng University to promote and extend teacher-student and student-student interactions. In-class activities included lectures, discussion, and practice; performance and assessment were completed outside class. The lectures focused on English sound system, conversation and radio broadcast strategies, followed by practice and analysis of English pronunciation with group members. Broadcast performances and assessments were conducted through the e-course system.

Assessment was deemed as learning in this course. Students were required to observe and learn from each other by participating in radio program production and assessment. Major tasks included producing 10-minute English radio broadcasts with group members, assessing radio performances, and evaluating one’s own and group members’ contribution to the group English broadcasts. After the course introduction at the first class meeting, students formed their own groups, selected themes, set schedules for meetings, organize programs with broadcast topics, and then allocated jobs and roles. The chosen themes contained current events, global and local cultures, sports, and music. For ten weeks, each week students were required to post their broadcasts at the course forum by the given date so that the class could have sufficient time to finish assessing all the broadcast performances before next class meeting. To facilitate their understanding of elements of good English broadcasts, students were asked to assess the broadcasts produced each week by giving scores and commentaries. Comments from the teacher and student assessors were posted at the course forum to help improve the quality of produced broadcast programs. Assessment criteria were jointly discussed and approved in class during the first two weeks of the semester to help students prepared for the tasks of broadcast performance and assessment. The programs produced by students were all broadcast at Voice of CCU (http://radio.ccu.edu.tw/index.php/program, FM 88.1, Chia-yi, Taiwan), a radio station of National Chung Cheng University.

Materials
The materials utilized in this course included an article about Broadcast English (James, 1931) and selected chapters of two books: *Focus on Pronunciation* (Lane, 2005) and *Television and Radio Announcing* (Hyde, 2009). In addition, relevant video and audio clips found at the Internet were employed to demonstrate how to present broadcasts in English.

**Assessment and Grading**

Learning assessments comprised three oral reading tasks (30%) appraised by the instructor and an external assessor experienced in university English teaching and research, ten broadcast performances (50%) assessed by all the students and the teacher, and two intra-group peer and self-evaluations (20%) conducted by separate group members. Oral reading tasks were concerned about audio performance and announcing skills; grades were based on pronunciation accuracy and fluency, expression and phrasing, tempo and vitality. Broadcast performances were mainly assessed in terms of language, delivery, and teamship with the Performance Assessment Form (see Appendix A). Intra-group peer- and self-evaluation (see Appendix B) was focused on individual group member’s contribution to the group produced broadcasts and attitude revealed during collaborative processes.

**Data Collection and Analysis**

The data of this study included students’ course evaluations, final reflections as well as performances in three oral reading tasks and broadcast productions. Their evaluations of the course were analyzed in terms of relevance to the key competencies and activities facilitating the development of these competencies; learning achievements were presented by oral reading growth plus perceived development of key competencies through reflective remarks and broadcast performances.

**Results**

**Development of Key Competences**

Table 1 shows percentages of the key competencies that the students perceived developed in this course. On the whole, a great majority of students considered that five competencies were developed in this course, with two (Effective Communication and Language Skills, Creativity and
In full agreement. The competency of Classics Comprehension and Analysis was deemed as not promoted and developed at all. This holds very true for a non-literature course like English for Broadcast. Until now no classics of the subject matter have been recognized. What was read and discussed in the course was mainly teacher-selected, content-related materials; what was analyzed and assessed was simply students’ language production. By definition, these materials can hardly be called classics.

Table 1

Percentages of Key Competencies Developed in This Course

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication and Language Skills</td>
<td>100%</td>
</tr>
<tr>
<td>Classics Comprehension and Analysis</td>
<td>0%</td>
</tr>
<tr>
<td>Problem-Solving and Research</td>
<td>92.31%</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>100%</td>
</tr>
<tr>
<td>Technology Application and Literacy</td>
<td>96.15%</td>
</tr>
<tr>
<td>Global Vision and Awareness of Cultural Diversity</td>
<td>96.15%</td>
</tr>
</tbody>
</table>

*one of the core competencies for the humanities; † one of the new competencies for the humanities defined by Liu and her colleagues (Liu, 2010b).

Effective Activities

Table 2 presents the extent that the implemented activities or techniques were deemed as useful or effective to facilitate the development of the key competencies. To have a clearer and better picture of favorable activities, those having 50 percent or more of students’ recognition are marked in gray. Regarding the connections between the key competencies and learning channels, broadcast production was regarded as most helpful to develop the core competencies (except Classics Comprehension and Analysis), followed by group collaboration, teacher lecture, assessment, and self-learning. As to the new competencies, the top three facilitating activities were broadcast production, internet search, and group collaboration. For Global Vision and Awareness of Cultural Diversity, teacher lecture was perceived helpful by more than 60% of students; outside help from friends or others was deemed conducive for Technology Applications and Literacy by half of the students. Worth mentioning here is that except broadcast production, group collaboration, and teacher lecture, self-learning (including practice and reflection) and assessment were identified as helpful to build up
core competencies; and for the new competencies, internet sources were viewed as more useful to develop digital competencies and global perspectives. In this sense, core competencies tended to grow with individuals’ practice, observation, and reflection with the help of others. And learning new competencies were likely to occur informally among students within groups and outside the traditional classroom.

Table 2
Perceived Extent of Implemented Activities/Techniques Facilitating Development of Key Competencies

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Lecture</th>
<th>Broadcast Production</th>
<th>Group Collaboration</th>
<th>Outside Help</th>
<th>Internet Search</th>
<th>Self-learning</th>
<th>Assessment</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication and Language Skills*</td>
<td>92.31%</td>
<td>100.00%</td>
<td>96.15%</td>
<td>26.92%</td>
<td>34.62%</td>
<td>57.69%</td>
<td>69.23%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Classics Comprehension and Analysis*</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Problem Solving and Research*</td>
<td>61.54%</td>
<td>92.77%</td>
<td>73.08%</td>
<td>38.46%</td>
<td>42.31%</td>
<td>57.69%</td>
<td>76.92%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Creativity and Innovation*</td>
<td>46.15%</td>
<td>92.31%</td>
<td>88.46%</td>
<td>34.62%</td>
<td>80.77%</td>
<td>42.31%</td>
<td>42.31%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Technology Application and Literacy*</td>
<td>42.31%</td>
<td>92.31%</td>
<td>50.00%</td>
<td>50.00%</td>
<td>76.92%</td>
<td>30.77%</td>
<td>7.69%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Global Vision and Awareness of Cultural Diversity*</td>
<td>61.54%</td>
<td>76.92%</td>
<td>53.85%</td>
<td>30.77%</td>
<td>76.92%</td>
<td>11.54%</td>
<td>30.77%</td>
<td>3.85%</td>
</tr>
</tbody>
</table>

Average: 50.64% 73.72% 60.26% 30.13% 51.92% 33.33% 37.82% 0.64%

*one of the core competencies for the humanities; ** one of the new competencies for the humanities defined by Liu and her colleagues (Liu, 2010b).

Learning Achievements

Oral reading was a task utilized in this course to examine how well students applied the knowledge of English sound system to their pronunciation. Table 3 presents the summary, ANOVA, and Tukey tests of students’ performances in three oral reading tasks. A look at the means of the three tasks can easily find that students made progress in oral reading from Task 1 ($M = 85.88$) to Task 2 ($M = 86.12$) and to Task 3 ($M = 87.62$). Indeed, ANOVA test result shows that there was significant difference in students’ performances across the tasks, and Tukey HSD test further detects that the difference was located between Task 2 and Task 3 as well as between Task 1 and Task 3. In other words, students’ progress did not reach
a significant level from Task 1 to Task 2, but displayed much more improvement from Task 2 to Task 3, which resulted in a significant difference from Task 1 to Task 3. Task 2 was performed after five broadcast productions and Task 3, ten productions. The statistical test results obviously indicated that practices and productions contributed to students’ growth in audio performances and announcing skills, and that experience over a long enough duration played a critical role in making learning improvements.

Table 3

Summary, ANOVA, and Tukey Tests of Oral Reading Performances

<table>
<thead>
<tr>
<th>Oral Reading Task</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>26</td>
<td>85.88</td>
<td>2.76</td>
</tr>
<tr>
<td>Task 2</td>
<td>26</td>
<td>86.12</td>
<td>2.50</td>
</tr>
<tr>
<td>Task 3</td>
<td>26</td>
<td>87.62</td>
<td>2.17</td>
</tr>
</tbody>
</table>

Correlated-samples ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (between groups)</td>
<td>45.92</td>
<td>2</td>
<td>22.96</td>
<td>5.52</td>
<td>0.006822*</td>
</tr>
<tr>
<td>Error</td>
<td>208.08</td>
<td>50</td>
<td>4.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ss/SI</td>
<td>257.38</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>511.38</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tukey HSD Test

| Task 1 vs Task 2   | nonsignificant |
| Task 1 vs Task 3   | p < .01        |
| Task 2 vs Task 3   | p < .05        |

* p < .01

Learning reflection was another source to explore what students have achieved in the course. Table 4 summarizes five achievements stated most often in students’ reflections. Ranked from highest to lowest by percentage, they are English pronunciation and speaking, broadcast skills, social skills, motivation, and global cultural knowledge. This course of English for Broadcast concentrated on knowledge and skills of producing English radio programs with digital technology. The identified learning achievements not only matched the course content and objectives, but also indicated that some other skills and positive attitudes toward self and learning were developed over time as students worked together to gather, process, synthesize, and present information related to their broadcast programs.

Table 4
In other words, through the broadcast project, students acquired knowledge and skills in multiple domains, including cognitive, affective, and social competencies. They exercised their linguistic knowledge and skills in speaking, explored the power of digital audio editors such as GoldWave, Audacity, or Audition to produce broadcasts, and in a team they learned to share responsibilities and cooperate with others. In addition to English proficiency, audio editing was especially highlighted as “a new competency.” As a female student said,

I truly explored and understood how to use the audio editing software in post-production of our recordings for broadcast. I learned a new competence. It’s great and very interesting. (S04)

The development, presentation, and assessment of broadcast productions on a regular basis made it possible for students to track their own progress. When they received constructive feedback about their performances or observed good broadcast productions from others over the course of the whole broadcast project, they perceived their strengths and weaknesses, learned how to improve, and most importantly, they obtained greater confidence in speaking English and better self-concepts. As one student said,

In this course I felt my pronunciation was improved, more fluent. I have gained more confidence, learned the characteristics of my voice and
performances, and found out the way I speak English can sound so different. (S25)

The project work engaged students in the responsibility for presenting news to the audience, which at the same time also increased their own awareness of what’s happening at home and abroad. Their expertise about the project topics increased while the skills were being learned over time. In their opinion, the project process, though challenging, was regarded as worthwhile. Another student wrote,

Learning the latest domestic and international news and movies was the biggest harvest of mine. Before this course, I seldom paid attention to international news. Also, working with my group members is a fun experience, I learned how to edit audios, use music, and present sound effects in broadcasts. It is truly tiring to fulfill the course requirements, but it's indeed a substantial, rewarding, and intriguing process. (S10)

Projects and Key Competencies

This course was offered twice to English majors in Fall 2011 and Spring 2012 respectively. Two cohorts of students formed 9 groups producing varied topics of English broadcasts. The first cohort had 5 groups: Big Scoops Small Tips, Hi Taiwan, Music Supply, Sports Fun, and English ABC; the second included 4 groups: Voice from Heaven, Cultural Agents, Woodstock, and Energy 7. The themes of student-produced broadcasts are outlined in Table 5, followed by a discussion of how students' broadcast projects helped develop the key competencies.

Table 5
Themes of Student-Produced Broadcasts

<table>
<thead>
<tr>
<th>Themes</th>
<th>Cohort 1 Groups</th>
<th>Cohort 2 Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Events</td>
<td>Big Scoops</td>
<td>Voice from Heaven</td>
</tr>
<tr>
<td>Cultures</td>
<td>Hi Taiwan (local cultures)</td>
<td>Cultural Agents (global cultures)</td>
</tr>
<tr>
<td>Music</td>
<td>Music Supply</td>
<td>Woodstock</td>
</tr>
<tr>
<td>Sports</td>
<td>Sports Fun</td>
<td>Energy 7</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>English You &amp; Me</td>
<td></td>
</tr>
</tbody>
</table>
The topics (see Appendix C) that students chose to expand the themes of their broadcast projects covered the current happenings at home and abroad, hot issues interesting to university students, and cultural information of music and sports. On one hand, they represented students’ interests, perspectives of life, and awareness of diverse cultural artifacts. On the other hand, working on and listening to these topics as presenters and listeners, students also increased their knowledge of the explored topics and broadened their vision of the world. For example, in their broadcasts, the group of Big Scoops talked about famous celebrities such as Bhutan King (and his marriage), Steve Jobs (and Apples), and hot issues, for example, the world population exceeding 7 billion, Taiwanese women not wanting to get married, lesbian wedding in Taiwan, best rated jobs, text-messaging injuries, etc. The group of Woodstock introduced pop music and discussed a number of pop singers such as Madonna, Britney Spears, Adele, Taylor Swift, Bruno Mars, Lady Gaga, Jason Mraz, Katy Perry, and Rihanna. The group of Sports Fun brought into their broadcast program messages of some not-often-heard or -played sports on campus, such as ultra-marathon, BASE jumping, squash, gateball, parkour, figure skating, etc. Therefore, the contents of students’ broadcasts could serve as an indicator of the knowledge or cultural information students had obtained in this course. That is, global vision and awareness of cultural diversity were developed.

Regarding the broadcast structure and format, it was ill-defined initially but got into better shape gradually with the help of audience’s (assessors’) feedback. Students were required to create jingles for their radio programs and provide an outline of topics to work on at first, but allowed to organize and present their audio materials in their own ways. Some groups had one single DJ; others had a dyad or triad to host their radio shows. Some arranged role-plays to demonstrate various experiences of life; some conducted real interviews to display authenticity; others dubbed interviews found in the internet and edited with their own voices. Over the course of the project, supported with feedback and discussion, some groups modified their program structure and enriched the content by adding narratives and conversations, new sub-programs or attractive characters. For instance, Voice from Heaven became more conversational and interactive in introducing the program at the start and in between as well as in presenting information in pair talk from episode 4. Their first three episodes did not
have a consistent pattern and they forgot to greet or address the listeners. But in the last episode their broadcast production turned coherent and cohesive in structure and rich in content, and its tempo and rhythm varied from beginning to ending. Woodstock even added a section of Fans Service Time in their program to reply to listeners’ feedback. Hi Taiwan created a character—Walisu in episode 2 and the audience felt his accent and personality amusing, so they added his girl friend, Wulala, to episode 4. From then on, they both carried the audience to different scenic spots in Taiwan and eventually got married as the audience expected. With comments provided along the way, students’ awareness of audience increased a lot.

Also, the competency of creativity and innovation was enhanced with the experience of script writing, character voice making, music and sound effect editing. Below is an example which shows how students utilized knowledge and skills of English communication to write the script with dramatic characters, infuse humor into the plot, and select music or songs to create a suitable atmosphere for a scene or setting. It began with a voice played by the course teacher, who was invited to play the character, Queen of CCU Planet, to increase the amusement value in the episode. Then the topic of England was introduced with the music of BBC Sherlock and the address of the fictional detective Sherlock Holmes. Theatrical expressions were conveyed through character voices such as Robot and agents of different personalities.

Host: Hello everyone! I am the Queen of CCU Planet! Today is a special day, because it’s cultural agents’ last mission on earth. I’m looking forward to the data they’ll bring me after this journey! Let’s see what will happen!
(Music)
T: This is the last journey on earth. How about... we choose the random mode of landing?
S: Good idea!
G: Robot, random mode on! Land anywhere you like.
Robot: Yes, sir. Random mode. 3.2.1.
(music of BBC Sherlock played till narration starts.)
J: Where are we?
S: We are in England, obviously.
J: How do you know?
G: It’s elementary, my dear Jean.
H: I still don’t know why you two are so sure that the landing place is England.
S: Do you see the doorplate? 221B Baker Street.
G: And a big signboard there? The Sherlock Holmes Museum! You see, but you don’t observe.
M: Sherlock Holmes?! You mean the famous character in Sir Arthur Conan Doyle’s novel?
S &G: Bingo!
J: Hmm...well...I’ve never heard that before.
G: I strongly recommend you to stop reading Gossip Venus! It’s no good for you!! You can take me as your model, because I am the smartest agent in the whole space, hahahaha.

With digital technologies, the text was made into an audio through recording and computer editing processes. Overall, students’ broadcast productions, which can be accessed at the website of Voice of CCU (http://radio.ccu.edu.tw/index.php/program), serve well to ensure their gains in technology application and literacy. With regard to the core competencies such as effective communication and language as well as problem-solving skills, they were being exercised, consolidated, and sharpened from the project experience while students were developing materials and tackling problems with group members or seeking help from others or the internet sources.

Challenges and Concerns

Students’ reflections on learning achievements also mentioned challenges or concerns emerging from the process of project work. For example, not every member held the individual accountability or knew how to function well in a group at first, but extended engagement with group processing skills and deliberate examination of members’ contribution to and attitude toward group work might transform students’ behaviors. A female student seemed to be the leader of her group, saying,

I tried hard to make every group member to share the equal quantity
to do. However, this assignment is not so easy to do. I assigned the works and topics each week, but it seemed that other members just passively listened, rather than offered suggestions to make the discussion smoothly. Somehow I felt no energy at all while talking to others. But the difficult situation changed gradually after I told them how I felt about our project and tried to connect each group member. So, I think I achieved greatly in communicating and collaborating with my group members to complete the project. (S03)

Another emerging concern is that some students were likely to expect more and better from themselves and their group members. This occurred more often in a group whose performances were thought highly in assessment. For example, a student good at audio editing was assigned more responsibilities for post-production in her group. Although she enjoyed the process and the product, anxiety was revealed in the following remarks.

I am responsible for the post-production of Episodes 2, 4, 6, 8, 10 and the ads of them. . . . We always made our episodes ahead of schedule; somehow it also means we have more time to modify the programs, little by little to make them the best. However, sometimes I felt this process was time-consuming, cuz not until others were satisfied that my tasks were over. It would compress my time for assignments from other courses. . . . But still, it was quite an enjoyable process to do post-productions. I am thrilled when thinking of that our programs will be heard by many audiences on air one day. (S07)

Discussion

This study demonstrated that the project-based course of English for Broadcast helped the participating students develop five out of the six identified key competencies, except the one of Classics Comprehension and Analysis. More than 90% of the students considered that their competencies in five defined aspects were developed in this course; among them, the development of Effective Communication and Language Skills as well as Creativity and Innovation received students’ full recognition. In students’ opinions, the top favorable activities or techniques to facilitate the acquisition of the key competencies were broadcast production, group
collaboration, internet search, and teacher lecture. Assessment and self-learning were also considered helpful to develop the competencies of communication, language, and problem-solving skills. As to the development of digital competence, seeking help from others was regarded as facilitating as well.

Conducted as a response to the call for humanities reforms from Liu (2010e) and her colleagues (e.g., Chen, 2010), this course could be regarded as successful. Not only two core competences were perceived as greatly developed in this project-based course, but also the new competencies were addressed and increased much more than those observed in the nationwide survey on the humanities courses as well as those for English majors. Although the percentages yielded in this study were drawn from the survey of students’ opinions in one single course and those reported in Liu (2010e) and Chen (2010) were based on the analysis of massive course documents, the result showed us the impact one course can make on students, and this impact, if amassed in large scale, can certainly make a difference in humanities education as well as the curriculum structure and design of English programs.

Speaking of learning achievements, the examination of students’ three oral readings from the beginning to the midterm to the final of the semester found that students made significant progress from Task 2 to Task 3 as well as from Task 1 to Task 3. No difference was detected from Task 1 to Task 2. The result implies that sufficient time and practice are required to make a difference in English pronunciation and announcing skills. The analysis of students’ final reflections sorted out five categories of learning achievements from students’ written remarks: pronunciation and speaking, broadcast skills, social skills, motivation, and expertise. These identified achievements indicate that the course objectives (students learn the knowledge and skills required for English broadcasting) were met well, and what’s more, social skills and positive attitudes toward self and learning were also perceived developed when students worked collaboratively to gather, process, synthesize, and present information in audios. These gains in social and affective domains were often cited as benefits of project-based second or foreign language education (Stoller, 2006), but not included in the framework of key competencies for humanities reported in Liu (2010c). Apparently, cognitive growth received more attention when the framework
was established. In this sense, this study demonstrates that the project-based approaches to learning English and a content area have great promise to develop students’ learning beyond the cognitive dimension.

The analysis of students’ broadcast productions also confirmed their gains in global and cultural perspective, creativity and innovation, and technology application and literacy. The topics and themes comprised latest happenings at home and abroad, hot issues interesting to university students, and cultural information of music and sports. They not only represented the output of students’ language abilities and understandings of the world but also provided the input of student-friendly information of various cultures to campus listeners. Over the course of the project, students kept working on and listening to their own and peer groups’ broadcasts, and revised the content and structure of their audio productions along the way. As their awareness of audience increased, so did their competencies of creativity and innovation as well as technology application. The script excerpts shown above and student-produced internet accessible products indicate students’ experience and proficiency in script writing, character voice making, music and sound effect editing. The scenarios and conversations created in the audios also reveal that the basics of communication and conversation were also exercised and consolidated along with the development of the “new’ competencies.

On the whole, this study demonstrates a model of how the project works in a course which emphasizes content knowledge, performance, and assessment. Teacher’s lecture and guidance toward the final product are crucial, and so are the activities such as practice and production (weekly preferred or on a regular basis), group collaboration, and assessment of each other’s works and contribution to the process and product. Over the course of the project work, as students’ confidence, motivation, and social skills grow stronger, they will naturally do more self practice and reflection, seek help from others and internet sources. As they are engaged in authentic learning, the key competencies for humanities in general can be provoked, exercised, and consolidated.

This study also suggests that new competencies are mostly likely to develop informally among students or with help from the internet or others. It is especially true to technology application and literacy. Nowadays as information technologies are rapidly evolving, so is the way we collect,
manipulate, and transmit information. Many students have often acquired some digital skills from social networking communities. Those in the humanities who have concerns about adding digital components to their courses might as well change their thoughts about teaching as preaching what they have known or as having to master what students will accomplish. After all, teaching is now viewed as guiding or coaching students to maximize their potentials and get prepared for the challenges in the new era. Therefore, as long as a project is required, students can usually find their way to tackle the technical procedures.

In addition, this study provides an example of how to integrate technology into pedagogy. In the project-based course, the use of technology was infused with face-to-face sessions and e-course materials to provide students with support in language (pronunciation and conversation), announcing skills, and broadcasting. The computer technology was seamlessly integrated into course procedures and served to extend the learning environment in three important ways. First, in the e-course system, students could review the class lecture ppts, share and discuss the internet materials they have found at group forums. Second, on a regular basis, students create audio artifacts, drawing on new (as well as traditional) literacy to incorporate music, sound effect, and human voices into their broadcast programs. Third, in using the Internet to research and share their projects, students went beyond the traditional four walls of the classroom, drawing on authentic online sources to inform their projects and targeting an authentic, potentially global audience with their broadcasts. Those who were never attracted to computer technology in the past may start with a course management system (e-course system) which allows students to engage in meaningful language learning activities outside of class, working either individually or in groups. Most important of all, such a system can help students track their own learning progress and records of assignments and forum posts as well as assist teachers to deliver and manage their courses.

Advantageous as this project-based course design is reported here, a couple of students’ concerns should be noted. First, the power of computer technologies may have an overwhelming impact on the level of students’ satisfaction with their own works. As students know how to use computer technologies to “create magic” in their broadcast episodes, they might desire more. In this study, a handful students sometimes felt stressful because of
the load of making “perfect final products” during the editing process though they also enjoyed the final products and thought the process rewarding. This often occurred to those who performed better and desired to improve more. Teachers might as well help students realize that striving for the best result should be the utmost goal of their efforts, but few learning products can be claimed “perfect.” Second, some students might not know how or hesitate to work with others in a project at the initial stage. Those who tend to do their shares or assume more responsibilities in the group may feel frustrated with passive members. Learning reflection and intra-group peer and self evaluation can help adjust students’ attitude toward group projects.

**Conclusion**

In the EFL context, this study indicates that when well designed, the project work can help English major students exercise and consolidate core competencies such as communication and language skills, problem-solving and research. New competencies such as innovation and creativity, global perspectives, and digital literacy are more likely to be developed through performance production, peer collaboration, and internet search. Teacher guidance is neither the only nor the most powerful channel that enacts the achievements of the six key competencies. In addition, increased In a nutshell, the project work when required with collaboration can help promote the acquisition of cognitive skills as well as social and affective competencies.
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Liu, K.-l. (劉開鈴) (Ed.). (2010c). 《課程與教學：課程綱要之調查》。台南：五南圖書。

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Liu, K.-l. (劉開鈴) (Ed.). (2010e). 《行政資源與整體環境：創新與前瞻》。台
Liu, K.-I. (2010f). 〈總計畫年度成果報告〉。載於劉開鈴（主編）：《課程與教學：課程綱要之調查》（頁 6-33）。台南：五南圖書。


# Appendix A

## Performance Assessment

<table>
<thead>
<tr>
<th>Criteria &amp; Ratio</th>
<th>Language 40%</th>
<th>Delivery 40%</th>
<th>Teamship 20%</th>
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<tbody>
<tr>
<td></td>
<td>accurate, fluent, clear</td>
<td>expressive, interesting, entertaining, lively, dramatic, appropriate, dull, monotone, appropriate sound effect</td>
<td>collaborative, supportive, warm, great, equal share, imbalanced contribution</td>
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<tr>
<td></td>
<td>sentence prominence, appropriate intonation</td>
<td>appropriate sound effect</td>
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### Standards & Levels

- **Excellent (90% & above)**

### Group

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<thead>
<tr>
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<th>L (40%)</th>
<th>D (40%)</th>
<th>T (20%)</th>
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### Comments

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## Appendix B
### Intra-group Peer and Self Evaluation

<table>
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<th>Name</th>
<th>Performances</th>
<th>Score</th>
<th>Specific Descriptions</th>
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<td></td>
<td>Contribution (1-10 points)</td>
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<td>Attitude (1-10 points)</td>
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<td>Contribution (1-10 points)</td>
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<td>Average</td>
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Group: _______________  Name: _______________  Date: __________
### Appendix C

#### Topics of Broadcast Episodes

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<th>Fall 2011</th>
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<tbody>
<tr>
<td><strong>Big Scoops—Current Events</strong></td>
<td></td>
</tr>
<tr>
<td>Bhutan (marriage of Bhutan king)</td>
<td>Steve Jobs (biography)</td>
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<tr>
<td>Lesbian wedding in Taiwan</td>
<td>Text-messaging injuries</td>
</tr>
<tr>
<td><strong>Hi Taiwan—Local Cultures</strong></td>
<td></td>
</tr>
<tr>
<td>Alishan</td>
<td>Xingkang</td>
</tr>
<tr>
<td>Tainan I (Guanzi ling)</td>
<td>Tainan II</td>
</tr>
<tr>
<td><strong>Music Supply.Theme Songs</strong></td>
<td></td>
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<tr>
<td>Colors of the Wind (Pocahontas)</td>
<td>Reflection (Mulan)</td>
</tr>
<tr>
<td>Can You Feel the Love Tonight (Lion King)</td>
<td>Beauty and the Beast (Beauty &amp; the Beast)</td>
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<tr>
<td><strong>Sports Fun—Sports</strong></td>
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<tr>
<td>Ultra-marathon</td>
<td>Cheer Leading</td>
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<tr>
<td>Golf</td>
<td>Figure Skating</td>
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<tr>
<td><strong>English You &amp; Me—English Learning</strong></td>
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<tr>
<td>Halloween</td>
<td>Love about Apple</td>
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<tr>
<td>2011 CCU English Drama</td>
<td>Men-Women Pure Friendship</td>
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## Spring 2012

<table>
<thead>
<tr>
<th>Voice from Heaven—Current Events</th>
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<tbody>
<tr>
<td>311 Earthquake Anniversary</td>
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<tr>
<td>KNOY 2012</td>
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<tr>
<td>Earthquake in South Mexico, Lin-sanity,</td>
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<tr>
<td>Latest Movies</td>
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<tr>
<td>Smart phones, Work Employment Rate</td>
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<tr>
<td>Siesta (nap) Competition, FLLD Music Contest</td>
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<tr>
<td>Mother’s Day, Lady Gaga concert</td>
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<tr>
<td>First Lady in France, stepfamilies in France</td>
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<td>Cosmetics, Rock Town Project</td>
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<td>No Icy Food for Women, World Environment Day</td>
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<thead>
<tr>
<th>Cultural Agents—Global Cultures</th>
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</thead>
<tbody>
<tr>
<td>Japan</td>
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<tr>
<td>Beijing</td>
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<td>Spain</td>
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<tr>
<td>Kiribati</td>
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<tr>
<td>Finland</td>
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<tr>
<td>Germany I</td>
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<tr>
<td>Germany II</td>
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<tr>
<td>Venezuela</td>
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<tr>
<td>Russia</td>
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<tr>
<td>England</td>
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<tr>
<th>Woodstock—Pop Music</th>
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<tbody>
<tr>
<td>Madonna</td>
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<td>Britney Spears</td>
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<tr>
<td>Adele</td>
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<tr>
<td>Taylor Swift</td>
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<tr>
<td>Bruno Mars</td>
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<tr>
<td>Lady Gaga</td>
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<tr>
<td>Jason Mraz</td>
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<tr>
<td>Katy Perry</td>
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<tr>
<td>Rihanna</td>
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<tr>
<td>Band &amp; Review</td>
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<tr>
<th>Energy 7—Sports</th>
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<tbody>
<tr>
<td>Program Introduction</td>
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<td>Tennis</td>
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<tr>
<td>Unicycling</td>
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<tr>
<td>Aerobics</td>
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<tr>
<td>Olympics</td>
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<tr>
<td>Shooting and Handball</td>
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<tr>
<td>Paralympics</td>
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<tr>
<td>Youth Olympic Games</td>
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<tr>
<td>Winter Olympics</td>
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<td>Doing Sports Together</td>
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Projects for Globalization and Digitalization in EFL Classrooms

Teh-suan Liou

Introduction

Globalization is shaping the world we are residing in an unprecedented magnitude and at a speed that cannot be ignored because impact of globalization has extended beyond the economic arena to all aspects of society. While globalization has apparent influences on various aspects of global and local societies, digitalization further accelerates and intensifies the impacts “in the form of new information, communication, and media technologies that connect people, ideas, and data across the world instantaneously” (Suárez-Orozco, 2005, p. 209). Held, Mcgrew, Goldblatt, and Perraton (1999) also recognize that technological developments partially result in the unparalleled levels of interconnectedness among nation states and local economies and cultures.

The global and digital trends we are now experiencing demand corresponding educational change for the next generation since “the lives and experiences of youth growing up today will be linked to economic realities, social processes, technological and media innovations, and cultural flows that traverse national boundaries with ever greater momentum” (Suárez-Orozco & Qin-Hilliard, 2004, p. 2). Abilities that used to be sufficient for traditional job market can no longer satisfy what is required for the post-industrial. As pointed out by Warschauer (2000), “the jobs that existed in the industrial era are disappearing and are being replaced by new types of job and work requirements” (p. 517). For example, tax data or x-ray analyses of a company or hospital located in a developed country can be done by professionals in a developing country at a much lower cost. With the help of digital technology, outsourcing of high-end jobs becomes common to the current global world. Additionally, lots of the jobs needed tomorrow have not been invented and the skills and faculties needed for them are not even being taught at school today. Looking for traditional education as an answer to the request of cognitive, communicative, critical, analytical, and social skills and
abilities for the future job market of the escalating globalized and digitalized world may simply look at a wrong direction.

Globalization process has extended its power to higher education (Singh & Papa, 2010) and caused serious concerns in higher education in general, and English Language Teaching (ELT) in particular. Voices of education reform by local governments and educators are raised to meet the intense competition and challenge in the globalized and digitalized era. Issues of digital literacy (Warschauer, 2010), multiliteracies (New London Group, 1996), and new literacies (Block & Cameron, 2002) for the global markets are addressed and corresponding educational innovations are proposed. When the world becomes more connected economically and culturally, “the education systems of many nations will necessarily begin to converge in their approaches and objectives” (Suárez-Orozco, 2005, p. 209). As a language teacher of higher education, we have to know whether our students are ready and how they can be prepared for the impact of these two processes in the 21st century.

According to MOE’s 2011 annual report on Evaluation of Humanity Education in Colleges and Universities, the six significant abilities for humanity education to be cultivated are categorized into core abilities and new abilities. The core abilities required for students of higher education include (1) communication and language ability, (2) analytical ability for classic works, and (3) exploring and research ability. The new abilities, on the other hand, call for (4) creative and innovative ability, (5) technology application ability and competence, and (6) global vision and multi-cultural perspectives. Investigation of the current humanity courses in higher education shows that the humanity education in Taiwan emphasizes the cultivation of core abilities and neglects that of new abilities (Liu, 2011). For example, out of the six fundamental abilities for humanity education, the ratio of courses aiming for technology application ability and competence (5.8%) is far less than those of the other five, comparing to 44.5% (creative and innovative ability), 31.7% (analytical ability for classic works), 31.4% (exploring and research ability), 23.4% (creative and innovative ability), and 21.2% (global vision and multi-cultural perspectives).

However, incorporating technology application ability and competence into humanity courses has become the most controversial issue among humanity educators because they think digital ability should be regarded as a
basic skill rather than an aim for humanity education (Liu, 2011). The survey investigating the attitudes toward the six significant abilities in humanity education shows that over 75% of both teachers and students think the ability and competence for technology application is important (Liu, Luh, & Wu, 2010). Nevertheless, the students also think the effects of applying technology in a humanity classroom are limited (Liu, 2011). Why and how should technology be used in humanity education, especially an EFL classroom, becomes an emergent challenge for EFL teachers in a digitalized world nowadays. What and how college students should learn becomes another inescapable challenge when they step out of an EFL classroom and step in the globalized world.

**Literature Review**

**Globalization, Digitalization, and EFL**

Globalization is defined as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens, 1990, p. 64). It is "what happens when the movement of people, goods, or ideas among countries and regions accelerates" (Coatsworth, 2004, p. 38). Appadurai (1990) conceptualizes such a movement as a dense and fluid network of global culture flow in which five of the dimensions can be identified as: ethnoscapesc—flows of people (tourists, immigrants, refugees, exiles, guestworkers); mediascapes—flows of “electronic capabilities to produce and disseminate information (newspapers, magazines, television stations and film production studios)”, and “the images of the world created by these media” (p. 330); technoscapes—the prompt flows of technologies, both high and low, across national boundaries; finanscapes—flows of capital through currency markets, stock exchanges, and commodity speculations; and ideoscapes—referring to “concatenations of images” that are often associated with political ideas as freedom, rights, and democracy. Of the five dimensions of global culture flow, ideoscapes is probably the one that is closely related to ELT. When ideas are exchanged and spread, ideoscapes change (Appadurai, 1996). How English is learned and used differs to speakers of the inner circle, the outer circle, and the expanding circles of the world (Kachru, 1985). English transforms as it spreads to local communities and territories in the process of globalization, resulting in a changing view of
Globalization and digital technology help accelerate not just the spread of English, but also the way to see English. As how English should be perceived changes, how English should be taught will certainly soon change. Globalization boosts up the spread of English and transforms English education. Warschauer (2000) argues that globalization will “result in further spread of English as an international language and a shift of authority to nonnative speakers and dialects” (p. 511). He urges for the necessary change of English teaching because learners of English “need to diverge from what they have been taught is correct in order to make themselves understood to interlocutors from around the world” (p. 515). The changing perspectives toward English, the corresponding innovation in ELT methodology, and the digitalized information and application in relation to English learning and teaching are bound to happen at an increasing speed when the learners, status, and use of English are examined in a global context.

Two studies of technology in higher education by Pew Research Center provide a direction to how English should be taught in a globalized and digitalized world. Of the 1,021 experts and digital stakeholders participating in the 2012 Pew Research Center for the People & the Press (Anderson, Boyles, & Rainie, 2012), most agree that “higher education will vigorously adopt new teaching approaches, propelled by opportunity and efficiency as well as student and parent demands” (p. 4). The survey done by the same institution (Parker, Lenhart, & Moore, 2011) shows that among the presidents of over 1000 two-year and four-year private, public, and for-profit colleges and universities, half of the college presidents say online courses provide the same educational value as those taken in a classroom, 89% of four-year public colleges and universities offer online classes, 50% of them predict that 10 years from now most of their students will take classes online, and 62% of the presidents anticipate that most of the textbooks used by their undergraduates now will be entirely digital 10 years later. Technological innovations oftentimes influence people on their perception of the way knowledge is defined and transmitted. For instance, unprecedented access to a variety of cultural artifacts in a new way is made possible by digital technology, which provides us with “new ways of seeing art, new ways of bearing witness to history, new ways of hearing and remembering human languages, new ways of reading texts, ancient and modern” (Welshons, 2006, p. 2). As more and more English courses and learning materials are digitized...
and offered online, English learners will have to develop digital literacy to meet the challenges of the globalized world and EFL teachers had better lead rather than follow the trend.

English language educators should be keen to technology, especially information technology, not just because it can be an efficient tool for teaching, but because it may change our view of literacy and approach to language teaching. Warschauer (2002) convincingly argues for technology used as a means of communication, research, and knowledge production rather than instructional aid because “the goal in TESOL, and especially in considerations of how to make use of technology, should be not only the development of the language, but also the development of the person” (p. 472).

**English as a Lingua Franca for Communication**

Since people around the world are connected closer, faster, and easier, there are escalating needs for global communication in which a common language serves as an underpinning for growing interconnectedness among people speaking different languages in a constant change of network of global flows. As indicated by Block and Cameron (2002), “global communication requires not only a shared channel... but also a shared linguistic code” (p. 1). A medium of global communication becomes more important than ever in the globalization process. Language is an important issue here because “in many contexts, then, the ‘intensification of worldwide social relations’ also intensifies the need for members of global networks to develop competence in one or more additional languages, and/or to master new ways of using languages they know already” (Block & Cameron, 2002, p. 2). More and more people from different parts of the world need an additional language for closer economic, social, and cultural contact. English serves the needs for global communication well.

The status of English as a lingua franca at a global scale can easily be observed and readily acknowledged. As pointed out by Crystal (2003), no other language than English can achieve the global status because it is made as the official language in over 70 countries and widely taught as a foreign language in over 100 countries. English is also officially used in 85% of international organizations and film market, and in 90% of published articles (Crystal, 1997). More than 80% of all scientific papers are first published in
English and more than half of the technical and scientific periodicals in the world use English as the written language (Zai, Zheng, & Zhang, 1999). In addition to the real world, the global status of English is also evidenced in the virtual world of Internet because it is the language most commonly used among Internet users (Samovar, Porter, & McDaniel, 2009).

Conceptual Change of English in EFL

Based on the computer model forecasting potential demand for English in the education systems of the world by The English Company (UK) Ltd., Graddol (2006) predicts that the number of English learners in different contexts around the world will reach two billion within just a few years, if the World English Language Project succeeds. Crystal (2003) also estimates the population of English speakers, specifying “the ratio of native to non-native is around 1:3” (p. 69). As a result, the much greater number of non-native speakers of English indicates greater impact on the lives of non-native speakers than those of natives because more interactions occur between non-native speakers with other non-natives.

English has become one of the common mediators to global communication. However, the status of English as lingua franca is under ongoing shifts as the numbers of English speakers from the inner circle, the outer circle, and the expanding circles are changing (Kachru, 1985). Graddol (2006) contends that “those who speak English alongside other languages will outnumber first-language speakers and, increasingly, will decide the global future of the language” (p. 10). The popularity of English in the postmodern world should not be seen as triumph on the world stage. Instead, Graddol (2006) argues that the new status of English as global lingua franca may “represent an important discontinuity with the past” (p. 58) because “the spread of English is helping to transform the world and in which English, in turn, is transformed by the world” (p. 59). Heller (1999) suggests that languages are treated more as economic commodities than symbols of ethnic or national identity in the globalized world. A trend of rejecting English as the property of native speakers has been developing as English usage adapts to local communities, resulting in innovation in ways of teaching and assessing the language to reflect the needs and expectations of non-native speakers for interaction with other non-natives (Graddol, 2006). The impact of conceptual change of English on English learning and
teaching in terms of learners, curricula, materials, and assessment needs to be investigated, as “global English makes the transition from ‘foreign language’ to basic skill” (Graddol, 2006, p. 18). Global English will no longer be seen as a foreign, but as an additional language, and skills involving information, communications, technology (ICT) will become basic, especially for English learners. Changes in conceptual frameworks of English education, curriculum designs, methodologies, and pedagogies need to be met accordingly. Some of the changes have been witnessed in the ELT profession. Graddol (2006) claims that “recent developments in English language teaching represent a response to the changing needs of learners and new market conditions,” and argues for a paradigm shift that moves “away from conventional EFL models” (p. 15).

Information, Communications, and Technology in ELT

Research on how modern information technologies change the ways English is taught and assessed needs to be done for the ELT profession as well. In a highly networked society, information technology has become the medium of a fourth revolution in human communication and cognition (Harnad, 1991). Fundamental structures of how knowledge is produced and distributed and how learners are evaluated are susceptible to the digitized technological intervention in a networked society. For example, “The technical affordances of cloud-based computing, digital textbooks, mobile connectivity, high-quality streaming video, and ‘just-intime’ information gathering have pushed vast amounts of knowledge to the ‘placeless’ Web” (Anderson, Boyles, & Rainie, 2012, p. 2).

Furthermore, the advent of new technologies and media are having a significant impact on second language teaching, and the experience of learning languages (Warschauer & Kern 2000). Notions of literacy are transformed by new information technologies as critical skills for learners of English. As a result, both English and information technology have become basic skills for an individual as worker, consumer and responsible citizen to be able to fully participate in a globalized, postmodern world (Graddol, 2006).

When EFL teachers meet globalization and digitalization, there are two basic issues that have to be dealt with: what to teach and how to teach it. EFL teachers have to know the potential impacts of globalization and digitalization on their curriculum designs and implications on their pedagogical practices so that their students can benefit from the ongoing
change of English learning and teaching. This paper, therefore, attempts to report on what an English teacher did to deal with the challenges of globalization and digitalization in an EFL context by project teaching in a listening and speaking classroom.

The students in Taiwan, whether realizing the significance of globalization or not, are facing a world with growing diversity and complexity. Most of them have had digitalized experiences since their childhood. And most of them are more capable of manipulating digital products than their teachers because they are born in an era and place where digital utilities are readily accessible. Language education is particularly susceptible to globalization and digitalization. What educators in general and language teachers in particular need to deal with language education nowadays is to consider how to integrate the digital availability of the students in their language development to help them face the challenge of the globalized and digitalized world.

The Study

Rationales of Project Work for the Class

In the globalized era, the teaching of English becomes diverse and complicated. The three consequences of informationalism that are likely to affect ELT include “(a) the growth of global Englishes, (b) changing employment patterns, and (c) the development and spread of technology” (Warschauer, 2000, p. 512). These changing realities require corresponding “communication skills and the new literacies demanded by new technologies, as well as competence in one or more second/foreign languages” (Block & Cameron, 2002, p. 5).

Similar urges for pedagogical changes in literacy have also been voiced out by New London Group (1996):

First, we want to extend the idea and scope of literacy pedagogy to account for the context of our culturally and linguistically diverse and increasingly globalized societies, for the multifarious cultures that interrelate and the plurality of texts that circulate. Second, we argue that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies (pp. 62-63).
Warschauer (2000) criticizes the traditional curricula that are “based strictly on syntactic and functional elements and narrowly defined tasks” (p. 511) as ineffective, and the “narrow emphases on the observance of decontextualized rules will serve learners poorly” (p. 515), because they fail to see the more complicated communication needs among non-native English speakers, the growing needs for symbolic analysts in a new work market (Reich, 1991), and new information technology as critical skills for English learners in the 21st century. Reich (1991) coins the term **symbolic analysts** for people analyzing symbol-based (numerical and textual) information. The needs for symbolic analysts are rising in developed countries (Apple, 1996). The new work skills required for symbolic analysis include critical analysis, evaluation, experimentation, collaboration, communication, abstraction, system thinking, and persuasion (Reich, 1991). A traditional EFL class focusing on tasks for individual language skills with a teacher-centered syllabus will satisfy the students in the future work market far less than a project-based class, which may incorporate autonomous learning, situated practice and critical inquiry for mastery of “the complex English literacy and communications skills required by the emerging informational economy and society” (Warschauer, 2000, p. 511).

An EFL class that intends to meet the challenge of globalization and digitalization of the 21st century needs to include in its pedagogical approach the concept of multiliteracies, which address the importance of immersion in situated practice, overt language instruction, critical framing of information and communication, and transformed practice (New London Group, 1996). A well-designed project work that demands proper English use and information technology as basic skills may provide an EFL teacher a way to free the students from the limit of “page-bound, official, standard forms of the national language” (New London Group, 1996, p. 61), and help them develop the multiliteracies proposed.

Project work in its various configurations can be approached from different perspectives. It shares some common features:

- Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to projects.
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- Project work is student centered, though the teacher plays a major role in offering support and guidance throughout the process.
- Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
- Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.
- Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.
- Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students’ language skills, content learning, and cognitive abilities. (Stoller, 1997, p. 110).

A project work may be used in an EFL classroom to develop the cognitive, linguistic, affective, and social dimensions of the students needed for a capable global citizen and help them link with the globalized and digitalized future.

Participants
The participants took part in the project to fulfill the partial requirements of English Listening and Speaking II, which was a three-credit course in a series of four semesters of basic English listening and speaking training for undergraduate students. The participants included 26 college students, 19 females and seven males, aged 18-24 years, from a four-year national university in southern Taiwan. All the participants either majored, double-majored, or had a minor in foreign languages and literature. In addition to the common connection with foreign languages and literature,
they came from colleges of humanities, management, social science, science, and education.

The only teacher participant, who has offered the required language training course to undergraduates several times in the same institution, is experienced in ELT. The teacher has gone through the conceptual and methodological shifts of TESOL theories and practices, witnessed the impacts of globalization on English language teaching and experienced the transformation of language classroom and implementation of language teaching brought up by digitalization. The project was proposed and experimented as a reflection to the outdated and unsatisfactory product-oriented English teaching in higher education in Taiwan and a response to the challenges Taiwanese college students are facing in the processes of globalization and digitalization.

Goals of Project

The project goals were to help students (a) develop advanced communication skills to address issues of local and global concerns, (b) critically interpret, process, analyze information and negotiate concepts, and (c) foster new technological literacies for life development in the global era. Principles of learner autonomy and experiential learning were incorporated in the design to create a classroom in which the students were motivated and given the opportunity to reflect on the pragmatic perspectives of English language learning. The aims of the project were specified as follows:

Cognitive aims.

(1) To help students explore immediate concerns that could be related to others outside the classroom
(2) To help students do critical inquiry on issues under investigation
(3) To help students propose, organize, and present ideas or solutions to the problems in a logic and effective way
(4) To offer students opportunities for self evaluation and reflection of the learning product and process

Linguistic aims.

(1) To offer students the phonological, morphological, syntactic, semantic, and pragmatic advice for successful completion of the
To help students implement their projects with the four language skills needed
(3) To improve students’ communication skills by providing models for effective persuasion

**Affective aim.**
(1) To motivate students for situated practice involving listening and speaking activities
(2) To motivate students to transform what they practice to actual life

**Social aims.**
(1) To prepare students for cooperation and collaboration, and negotiation needed for the highly connected world
(2) To offer students opportunities to engage in different discourse roles (e.g., group members, researchers, public speakers, and audience)

**The Development Stages of Project Work**

The project work proceeded in four stages. Issues concerning the completion of project were dealt with prior to actual project implementation, including language skills, presentation skills, research methodology, questionnaire composition, and, if necessary, technical skills. Lessons involving lectures, models, and demonstrations on persuasive speech were provided as prerequisites for the successful completion of student projects. Deadlines for each stage were set, and criteria and completion for evaluation were provided to the class as the projects moved on.

The student projects were initiated, developed, presented, and assessed under supervision in four stages as follows:

**Stage 1: Project initiatives.** At the beginning stage, students were instructed to link their projects to real-world concerns with personal interests. Potential project topics of global and local concerns and related objectives were initiated by the students through group discussion under teacher supervision to encourage learner autonomy, which means one has to take charge of their learning since learners assuming autonomy are supposed to have “the responsibility for all the decisions concerning all aspects” of
As pointed out by Levin (2001), “there is certain inevitability that higher education institutions, because of their cultural, social, and economic roles, are caught up in and affected by globalization” (p. 9). Higher education in general and foreign language education in specific have received great impact from globalization. Consequently, “the objective of education is no longer simply to convey a body of knowledge, but to teach how to learn, problem-solve and synthesize the old with the new” (Singh & Papa, 2010, p.8).

Courses offered at college level need to shift the focus of education from teaching to learning in order to accommodate and adjust to this current global trend. Learner autonomy was encouraged from the initial stage of the project because the participants as young adult language learners were expected to learn to take responsibilities for their decisions in various domains, including self-directed learning, for knowledge untaught in the textbook and challenges yet to meet unprecedentedly in the globalized and digitalized world. The paradigm shift urged by Graddol (2006) is actualized in the incorporation of learner autonomy in the class, which “emphasizes the role of the learner rather than the role of the teacher. It focuses on the process rather than the product and encourages learners to develop their own purposes for learning and to see learning as a lifelong process” (Farrell & Jacobs, 2010, p.125).

Stage 2: Project designing. At the next stage, a guideline of project activities was offered by the instructor to ensure the framework of each project was consistently established since the project involved various types of activities (e.g., organizational, academic, analytical, synthetic, and rhetorical) and language skills (listening, speaking, reading, and writing).

Of the 26 participants, 15 (58%) were in their first year of higher education. Since the secondary education in Taiwan leaves high school students little space for learner autonomy, college freshmen are usually not familiar with classes of learner-centered orientation either in EFL or other subjects. A project aiming at full-fledged learner autonomy may lead to unpredictable and unproductive outcomes, or even confusion and chaos. On the one hand, the participants were expected to develop learner autonomy for future challenges. On the other hand, learning outcomes need to be ensured by certain degree of teacher control. A semi-structured project
(Henry, 1994) was employed to reach a balance between creating room for the development of learner autonomy and providing teacher scaffolding. The guidelines for student project activities included the project topics previously decided by the students, project role assignment, research work, pre-presentation survey questionnaire, oral presentation of the final product in the form of persuasive speech, post-presentation survey questionnaire, and a final report as reflection of the project.

Stage 3: Implementing project. The students worked in small groups implementing the project activities designed in the previous stage. They needed to negotiate project work assignments to each member of the group, discuss the content of the project, research on topics initiated by themselves, use authentic materials, gather and process information of various sources (audio, visual, textual, digital, computational, technical, and/or Internet), compose a pre-presentation survey questionnaire targeting the audience of their oral presentation for attitudes and opinions toward the topics, administer the pre-presentation survey on-line, give an oral presentation of their topic using modern technology, compose a post-presentation survey questionnaire for possible attitude and opinion change, administer the post-presentation survey online, compare, analyze, and discuss the results of those two surveys for effects of their oral presentation, and write a report focusing on the effects and reflection of the project. Teacher intervention in the form of group counseling was provided, advising research direction and sources, linguistic advice, organization of project ideas, presentation modeling, and questionnaire design.

At the beginning implementation stage, the students negotiated project roles among themselves. The project work was either equally distributed to each member of the group in every aspect of the activities, or allocated to members according to their specialties. Next, they would decide on what and how much content to use for the final presentation, a persuasive speech on the topic of their own choice. The participants needed to discuss the appropriateness, relevancy, and types of information to use for the presentation. The length of each speech depended on the size of the group, averaging 20 to 25 minutes per group or five minutes per person.

The next activity involved some research work of the students, which might include library research, reading (journals, magazines, books, etc.), or
surfing the Internet for digitized data (statistics, graphs, charts, figures, databank, etc.), information in various forms (web pages, web logs, audio, visual, documents, etc.), or software to assist the presentation (Powerpoint, Prezi, Spreadsheet, Drawing, Photoscape, etc.). The information was collected, analyzed, and processed according to the needs of the presentation. The materials used as the content for the project were authentic in that they were real data and information connected to their personal concerns, the local community, and the world. For example, in addition to the language created for the presentation, the group that attempted to bring the audience into awareness and action of the problem of stray dogs on campus showed the pictures of the real dogs that wondered around campus, the animation about stray dogs from an animation artist, the webpages of the institutional unit in charge, proper measures suggested by the authorities concerned or experts, the college association for the issues concerned, relevant statistics and data of governmental organizations, and animal shelters and adoption charities. Another group attempting to urge their peers to take a grand tour in the coming summer used a TV news broadcast from Youtube to give the audience an idea about what one could do in a grand tour. Other than introducing a grand tour program sponsored by a private organization, they further used the pictures of a famous female host of a popular tour program and quoted her as motivation for their speech.

The focus of the final project product was on actual influence on people through the use of language rather than on language itself. As a result, all the participants chose authentic data and materials rather than those made up for display or completion of requested tasks in their speech for maximum persuasive effects without exception. The data and information collected for the final presentation came from various sources, including audio, visual, textual, digital, computational, technical, and especially Internet-based resources, such as pictures, drawings, photos, animations, music, songs, video clips, science reports, commercials, figures, charts, tables, statistics, maps, texts, webpages, Youtube, and social networking services and websites (e.g., Facebook). Some of the data and information needed to be processed and tailored for specific use while others were presented intact.

Four weeks were spent on teaching the students to do a public persuasive speech before the actual presentation of student research products. The goals, organization, principles, and delivery skills of a
persuasive speech had been introduced to the participants. Examples of successful speech had been demonstrated, and practices of speech had been offered beforehand so that the participants would not be overwhelmed during the complicated project procedure.

A pre-presentation survey questionnaire was then composed to investigate the attitudes and opinions of the audience about the topics of the projects. Since the participants had not received formal training in survey research, and there was no possibility to integrate the survey method, design, and skill into an EFL class in a short period of time, the pre-presentation survey questionnaire was primarily meant to serve as a reminder offering the groups an opportunity to look at the issues concerned from as many different perspectives as possible before the actual persuasive speech was delivered. However, teacher intervention was given in the form of group advice for the direction and completion of the survey questions. Google Docs was recommended as the platform of the delivery of the survey questions. Once the questions were completed, a web address for the questionnaire was generated by Google Docs. Each group was asked to post the web address of their online questionnaire to an electronic course platform of the school, which was only accessible to the instructor and the enrolled students of the course. Each student was asked to use the web addresses to visit each of the websites of the groups and finish the questionnaires online in class so that no questionnaire would be intentionally or incidentally skipped.

The final project product was a persuasive speech delivered by the participants as small groups or individuals to their peers. The students used modern technology equipment in the classroom, such as projector, computer, presentation software, and Internet, as supplement for the presentation of their final products, following what was taught in the previous lessons about persuasive speech. The purpose of the presentation was to convince their peers to agree on and accept the points they raised. Criteria of evaluation and speech guidelines in terms of structure and delivery skills were provided before actual presentation.

Preparing students for the language demands in the third stage was especially pivotal for a successful presentation because that was where vocabulary, pronunciation, and grammar deficiency or errors of the students were most likely to occur. However, the linguistic preparation could only be conducted in the form of group counseling because each group was working
on a different topic that required different words and grammar. On the other hand, the instructor intended to “create and maintain a learning environment in which learners can be autonomous in order to become more autonomous” (Little, 2002, p. 1). The demands on the instructor were challenging since various linguistic needs of the students had to be satisfied and balance between learner autonomy and teacher intervention had to be well kept.

The students were requested to compose a post-presentation survey questionnaire at the same time as they were preparing the pre-presentation survey questionnaire. The questions of the two surveys were instructed to be rephrased and arranged in different order so that repeated learning effects could be kept to a minimum. With the help of a modern classroom equipped with multiple computers and Internet accessibility, the post-presentation survey questionnaire was administered in the same fashion immediately after each presentation was completed. The results were then collected automatically for later analysis by the groups. Based on the data, the groups compared and analyzed the results of the two surveys and came to a conclusion for the impact of their projects after discussing.

**Stage 4: Evaluation.** The last activity of the project was a group written report reflecting on the experience, effectiveness, and learning process of the project. Also, the groups could present evidence for arguments about the effects of their speeches in the report after they had analyzed and discussed changes of attitudes and opinions of the peers displayed in the data.

For example, in the report of the group project on Facebook addiction, one of the group members, Sun, specified,

> When discussing what to choose to be our persuasive speech topic, we all agree Facebook problem is a big issue nowadays, because most Facebook users around the world get addiction to it. And we spent much time doing research and much group discussion. . . . In consequence, we should have done more research on it so that we can find the answer and find a solution. Anyway, it’s a precious experience.

The reflection shows his understanding of issues of a global phenomenon and awareness of the importance of research for issues of real-world concerns with personal interests.

Concerns of the participants also extended to digital and informational
technology. Using the project as informative resources for learning, Tim questioned the security issues of information technology and mentioned,

After doing this presentation, I also think this social net-working application is not absolutely good. It contains lots of problem that we reported—the information, the chatting room, and supervisor systems, etc.

Both the product and process of the project contribute to the learning of this student since the learning includes knowledge of the issues concerning modern technology, and the communication skills needed to address the issues. In addition, fulfillment of the cognitive, and social aims of the project is evidenced by the reflection of Jade, who wrote,

After delivering the speech, I also learn many things from it. And I think we did pretty well. From the results, I think most of our class members were convinced by our speech. From this speech, I learn that Facebook is not so perfect as we think. . . . Last, I think the most important thing I have learned is how to do group discussion and communicate with our members. So, I cherish this experience very much.

The affective satisfaction achieved through the project further illustrates how a project of real-world concerns may benefit learners in an area rarely called attention to in an EFL classroom. In her project about genetically modified food, Day said,

It seems that there are 14 people change their mind and 23 people in total won’t purchase GM products. I am quite happy that I can make some people pay attention to this important issue and get some information about their foods in their daily life. After all, one’s diet has much to do with his/her health. I feel a little sense of achievement after my persuasive speech.

The final products of the study were a hybrid of research, survey, production, and performance project (Stoller, 2002) with cognitive development, linguistic skills, affective engagement, and social connection integrated with modern technology. They served to stimulate and generate new ideas and perspectives for other students and can be applied to contexts outside the classroom and subjects other than EFL. For English instructors,
they can be applied with modification to a variety of language instructional settings, such as general English, English writing, EAP, or ESP, as models for future use or methodological improvement.

**Conclusion**

Facing the economic realities, social processes, technological and media innovations, and cultural flows of the 21st century, EFL teachers need to understand that the global transformations of economic realities, social processes, technological and media innovations, and cultural flows our students are experiencing will require them to “develop new skills that are far ahead of what most educational systems can now deliver. New and broader global visions are needed to prepare children and youth to be informed, engaged, and critical citizens in the new millennium” (Suárez-Orozco & Qin-Hilliard, 2004, p. 2). A project-based EFL classroom, when well-designed, will offer the cognitive, linguistic, social, and affective skills needed to our students to meet the challenge of globalization and digitalization.
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Development of Chinese Literacy in Academic Genres as a Heritage Language

Victoria Rau and Michael Rau

Introduction

Previous studies on Chinese as a heritage language (CHL) have used conversation analysis (e.g., He, 2001), identity building theory (He, 2006), or have compared motivation and performance of CHL or non-CHL learners in a classroom setting (e.g., Weger-Guntharp, 2006; Xiao, 2006). The preponderant research on literacy tends to be cross sectional and quantitative, focusing on college-level populations and using character quizzes to assess performance (Ke, 1998; Shen, 2003). However, there is a dearth of longitudinal case study research (Duff, 2008) on CHL learners’ development of literacy, particularly in the area of academic writing. Given the paucity of longitudinal studies and the centrality of time in SLA research, this qualitative study using a mixture of autobiographical and ethnographic methodology will increase our knowledge of CHL literacy development. This paper reports a bilingual, bicultural Chinese American mixed race boy’s development of Chinese literacy in academic genres with the purpose of providing a model of literacy building in CHL.

By CHL learners, we adopt He’s (2006, p. 1) definition: “learners who see Chinese ‘with a particular relevance’ and who are English-dominant with no or limited reading/writing ability in Chinese,” and Weger-Guntharp’s (2006) more flexible definition to account for the complexity of individual backgrounds. We view the definition of CHL learners as fluid and dynamic, as it has temporal, spatial, and identity dimensions. An individual’s development of Chinese literacy can be classified differently in different spatial-temporal context and varies according to multilingual identity and proficiency.

This paper documents multicompetence (Cook, 2002) in a unique high school Chinese language course setting in the US. This was made available

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1 The authors would like to express sincere gratitude to the two anonymous reviewers and the editorial assistance of Dr. Gerald Rau. This paper has undergone major revision following their valuable comments. All remaining errors are ours.
through the community resource (CR) program, administered by Community High School in Ann Arbor, Michigan, which pairs learners and professionals in contractual courses of study for credit. During this program, the learner was invited to participate in the research autobiographically.

The research question investigated by this case study is how a bilingual can develop biliteracy, identifying significant cycles of discourse and examining how these discourses were transformed into actions. In contrast to previous autobiographical studies on adult teachers or learners in the form of diaries (Lowe, 1987; Wallace, 1998, p. 67), or chronological accounts (Marx, 2002), this study focused on a teenage learner documenting his own CHL literacy development. It was framed under Vygostskian sociocultural theory (Lantolf & Thorne, 2006) and socialization theory (He, 2006; Kramsch, 2002), two frequently adopted models in recent qualitative longitudinal SLA research (Ortega & Iberri-Shea, 2005, p. 34).

The organization of this paper is as follows: A contextualization and needs analysis of the learner is followed by a description of the six cycles of discourse, including negotiating interactions in syllabus construction and approval, evaluation of e-learning programs used during the 2007 academic year, reflection on learning strategies, identification of important issues in literacy development, conference presentation, and mentored independent learning. The study concludes with a summary of socio-cognitive factors instrumental in Chinese literacy development and capacity building of the learner, with pedagogical implications.

**Contextualization and Needs Analysis of the Learner**

The needs analysis of the learner follows Hornberger and Skilton-Sylvester’s (2003) framework of continua of biliteracy, based on an autobiographical recount of the learner’s story.

As a mother of four White-Asian mixed race children, the first author, Victoria, had hoped to raise her children bilingually and biculturally. Although the goal of Chinese-English bilingualism is easier in Taiwan, where both languages are prestigious socially, achieving a high level of biliteracy requires planning. She and her White American husband decided to enroll all their children in an American school after their first child finished Grade 3 in a local Chinese elementary school, having come to the realization that their mixed-race children without R.O.C. citizenship would forever be treated as
“foreigners.” The decision gave priority to English literacy in their children’s schooling with no provision for formal Chinese literacy, although she taught them Chinese characters whenever there was a teachable moment.

The second author, Michael, was the youngest child in the family, the only one born in Taiwan, and the only one not to attend any Chinese school. As the majority of the students in his American school are local Chinese students with foreign passports, speaking Mandarin Chinese as their dominant language, this school resembles a one-way immersion school in the US and Canadian contexts (Fortune & Tedick, 2008), with the social language being Chinese while the medium of instruction is English. Michael received no Chinese instruction in school until middle school, 2004-2007, when he had a course that met 45 minutes daily.

In fall 2007, the family moved to Ann Arbor, Michigan, where Michael attended Huron High School. His father found out about the Community Resource (CR) Program and was able to arrange for Michael to take a Chinese literacy course through the CR program with Victoria as the instructor.

**Continua of Biliteracy**

As pointed out by Larsen-Freeman and Cameron (2008), language as a complex adaptive system is sensitive to initial conditions and to subsequent changes of conditions, making it crucial to identify Michael’s initial conditions. Michael’s biliteracy can be captured by four components: (1) the context of biliteracy, (2) development of biliteracy, (3) content of Chinese literacy, and (4) media of Chinese literacy.

Michael was raised in an English-Chinese bilingual and biliterate home with family members possessing various levels of biliteracy. His school and church communities also include English-Chinese bilingual and biliterate people.

In the three years of literacy training at his school in Taiwan, his literacy skills rose from a first grade level to a sixth grade equivalent. During that

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2 In fact, regardless of their legal status, their Caucasian appearances have set constraints and triggered stereotypical reactions to their “foreignness” in Taiwanese society. The same experience has been reported by Urrea (2010) concerning his journey as a Mexican-Irish American mixed race boy whose Caucasian look brought conflicting reactions from people who expected a typical Hispanic appearance.

3 The four children’s linguistic/cultural development and self-identity are very different, the details of which are documented in Rau and Rau (2008).

4 For selected one-way language immersion bibliography, consult http://www.carla.umn.edu/immersion/bibliographies/one-way.html.
period, the concept of character decomposition was introduced and reinforced via exercises on stroke sequences and semantic and phonetic radicals, the cognitive basis of which has been well-documented in literature (Wang, Inhoff, & Chen, 1999, p. viii). The lack of early systematic formal Chinese instruction led to inevitable gaps in his repertoire of Chinese characters. Nonetheless, his L1 Chinese oral skills had been enriched by the addition of formal, literary Chinese. After arriving in Ann Arbor, he wanted to continue to learn Chinese, both to fulfill the foreign language requirement at his high school and to match the Chinese literacy level of his peers in Taiwan.

The setting in Ann Arbor, with ethnic Chinese from various Chinese speaking countries, encouraged literacy in both traditional and simplified characters. As computer word processing in Chinese is becoming an indispensable part of literacy, Michael practiced both handwriting and typing. Similarly, his choice of text materials includes both printed books and e-learning websites.

With the needs analysis as background, the following sections of this paper will reveal how the CR program helped Michael increase his Chinese proficiency from adequacy in informal communication, especially chatting online, to the standard of academic writing for his age, as the content moved from contextualization to decontextualization. In addition, his repertoire of genres expanded to include literary and religious texts, science and current events.

Nexus Analysis

After contextualizing Michael’s learning environment and needs, in the rest of the paper we describe the process of his development of Chinese literacy, following a nexus analysis approach, a qualitative ethnographic framework, with both the instructor and the learner as participatory action researchers (Rossman & Rallis, 2003). Nexus analysis (Scollon & Scollon, 2004) is especially suitable for longitudinal participant observation to identify and trace significant events or discourses that may have led to change of action or a chain effect. Toward the end of the CR program, Victoria asked Michael to write detailed reflections on critical incidents and significant events that he perceived as having triggered changes in his actions. His written reflections provided a basis for our discussion to validate or revise his analysis.

As a data analysis method, nexus analysis consists of three central tasks:
engagement, navigation, and change. We began by recognizing and identifying the historical body of our actions and determining the crucial actors and significant cycles of discourse. We then navigated the nexus of practice by conducting discourse and motive analysis of the mediated action. In a nutshell, Michael’s written reflections served as the basis for the two authors to generalize recurring themes. His writing samples served as data sources for discourse analysis.

In the following sections, we describe the actions we took as participant-analysts in this nexus of practice that transformed discourses into actions and actions into new discourses and practices. The identification of significant cycles of discourse was based on the authors’ joint perceptions of the process as their experiences unfolded.

**Significant Cycles of Discourse**

The five most important cycles of discourse in the process of teaching and learning Chinese literacy through the CR program consisted of: (1) negotiating syllabus construction, (2) evaluation of e-learning websites, (3) reflection on learning strategies, (4) identification of important issues in literacy development, and (5) conference presentation, followed by a sixth cycle of mentored independent study. Using discourse analysis, we will demonstrate how literacy development affects acculturation and identity building.

**Syllabus Negotiation**

As the syllabus served as the “contract” for Victoria and Michael to engage in the teaching and learning process, it was imperative for them to negotiate and decide on the contents. The CR syllabus was drafted by Victoria and adjusted through negotiation with Michael. After Victoria wrote up a syllabus each semester, Michael looked it over and changed anything that he thought would be too challenging or that he would not have time for, because the success of this program was built on learner autonomy and accountability.

During the first semester, Michael could not accurately gauge what he could or could not do. Therefore, he largely accepted Victoria’s syllabus. During the second semester, because he understood his capabilities better, he was able to negotiate how to modify the syllabus to better fulfill his academic needs. For example, Victoria proposed two daily assignments and a monthly
book report. Michael knew that would entail too much time, so he suggested a single daily assignment. In choosing a suitable book for the book report, they decided the book should have some sort of scaffolding, so he could read it on his own. After several rounds of revision, they agreed on the syllabus and sent it to the CR Program for approval.

The only negotiation of syllabus between the instructor and the CR administrator occurred at the beginning of the year. As the Chinese Bible was on the reading list for the first semester, the instructor had to position it as an academic pursuit, expanding the learner’s genre (Swales, 1990).

The negotiation of the syllabus established Michael’s role as an autonomous learner, who had a role in deciding what direction the course would take. The co-construction of the course also placed him as an equal partner in the next step, negotiating what teaching materials to include.

**Evaluation of E-learning Programs for Literature, Science, and Current Events**

Based on the needs analysis of the learner, we identified literature, science, and current events as the three most important genres for the literacy development program. As much of Michael’s work took place during his free period in high school, where written Chinese materials were non-existent but he had access to the Internet, it became evident that selected Chinese online links would be useful in the development of his Chinese literacy. The choice to use e-learning programs in this course was also related to Victoria’s concurrent development of an e-learning website (http://yamiproject.cs.pu.edu.tw/elearn) for teaching Yami, an endangered indigenous language in Taiwan (Rau & Yang, 2009), which convinced her of the merit of e-learning programs and their potential to replace classroom instruction.

The e-learning programs we adopted for this literacy course include the following:

1. Literature: Global Chinese Language and Culture Center (http://edu.ocac.gov.tw/culture/biweekly/index.htm),
4. Current events: Panorama Magazine

The choice of Global Chinese Language and Culture Center and Panorama Magazine reflected Victoria’s preference for government sponsored websites, as she had made use of these resources as a Chinese graduate student studying in the US. Her personal connection with the Broadcasting Corporation of China (BCC) made the choice of BCC online news reasonable. A collaborator who works at National Museum of Natural Science (NMHS) website led her to that site.

During the course of the year, we identified six key components of a good literacy learning website from these resources: (1) scaffolding (phonetic symbols and/or English translation), (2) sound files, (3) archives with clear categorizations, (4) short and interesting stories, (5) games with appropriate levels of cognitive and linguistic demand, and (6) updated information. Our evaluation of each of the websites follows.

The Global Chinese Language and Culture Center website was probably the best choice we could have made at the beginning of the year. Because it had scaffolding in the form of Zhu Yin (phonetic symbols), Michael was able to choose to listen to the recorded version of the story while matching the word with the sound. In addition, the fables or well-known short stories were interesting to read. A suggestion for future improvement to the website would be to install an option enabling the reader to turn phonetic scaffolding on and off as needed.

The digital museum for children was altogether different. When Michael first started using this website, he found it interesting, because there were games connected with many of the learning materials. But as time went on, he realized that the games were a distraction, keeping him from the materials where the real learning would take place. As he continued using this website, he found himself running out of places to go, causing him to become bored with it. Furthermore, this website had a relatively low cognitive demand, but the language level was relatively high. Specialized terms in certain fields of study were hard to grasp, if one did not know the term beforehand. Lastly, the characters on the webpage were often too small, making it more difficult to recognize words on the screen.

Michael only listened to the BCC online news a few times, but rated it
neutrally. On the one hand, it was good to be able to listen to the broadcast without worrying about whether he could read all the words on the page. On the other hand, the broadcasters often spoke rapidly, so he was not able to write down the facts before they moved on to the next story. The written text to the broadcast was found on another website, but because he had to both read and listen, it took much longer to do his homework, so this was not a long-term solution.

The Panorama website also has both positive and negative aspects. Michael liked this website because it changed monthly and thus he was able to read new articles every day. Additionally, all the previous articles are stored on the website, easily accessible, sorted by categories clearly displayed on the homepage. Perhaps the best thing about this website is that this online magazine comes in both Chinese and English, although it does not have any phonetic symbols as scaffolding. This allowed Michael to read the English to get the full story, even if there were characters he did not know. The drawback is that he had to read both Chinese and English versions before he could start on his daily assignment, taking more time. Furthermore, the length of articles is inconsistent, which made it hard for him to determine which article he would be able to finish reading and do the written assignment. Eventually, he developed a strategy to cope with this by first reading the English version and not consulting the Chinese version until he was ready to write about it.

In summary, apart from the website on Global Chinese Language and Culture Center, which is designed specifically for CALL for heritage language speakers, the other websites need to be adapted for use in content-based second language instruction (Grabe & Stoller, 1997). Following the example of CNN interactive English (http://www.liveabc.com/site/Online_Store/info_cnn.asp), Panorama magazine could easily be developed into a very useful teaching tool for developing Chinese literacy.

Although the decision to adopt e-learning programs was based on Michael’s schedule, navigation of the programs led to further autonomy as he decided how to use each, which also influenced his learning strategies.

**Reflection on Learning Strategies**

The following reflections on strategies in developing Chinese literacy

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5 http://tw.news.yahoo.com/politics/.
skills are based on Michael’s self-reports of critical incidents and narrative accounts of his learning strategies, validated by Victoria’s participant observations and examination of his daily written assignments. During the first semester, he completed two assignments daily: a summary of what he learned from a website and a page on his thoughts after reading a Bible passage. For most of the second semester, he wrote one daily assignment that combined a summary and his thoughts on the article.

Michael generally chose his topic for the daily assignments according to his interests. For example, one day he craved pearl milk tea, so he looked up an article in Panorama about its origin. Once he had chosen his topic, he would complete the reading portion of the assignment. Inevitably, he would run into words that he did not know how to pronounce. When this happened, most of the time he would simply go to an online Chinese dictionary and paste the unknown word into the search slot. Occasionally, if a word or a phrase did not register as a word in the online dictionary, he would have to look it up in a Chinese dictionary.

After completing the reading, he started composing his daily assignment of roughly 250-300 words. Approximately half of the page was used for writing a summary, while in the other half he recorded his thoughts about the reading. For example, after reading an article on an endangered species of eagle in Taiwan, he would first write how and why this species was becoming endangered, then voice his opinion on the crisis and suggest ways it could be prevented.

When Michael finished the daily assignment(s), he would give it to Victoria to correct. Victoria corrected Michael’s assignments either by circling a word that was incorrect and writing the correct word above it, or only circling a word so Michael would recognize his mistake. He would then write the correct word three times, a habit developed in his Chinese classes in Taiwan. At the beginning of the year, Victoria used the first approach, but if he continually got a word wrong, she would have him correct it himself. Each time he did this, he was better able to remember the word or phrase the next time it came up. For example, Michael used to write 需 xū “need” in place of 許 xŭ “many.” Finally, after getting it wrong for several weeks, he knew which

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6 Michael began by using the online dictionary he found himself at http://www.mandarintools.com/worddict.html. Later, he began using the online dictionary at http://www.nciku.com/ recommended by his sister who discovered it through an advanced Chinese course she took at MSU.
Sometimes, as Michael was writing a page about a topic that he just read, he would copy words from the website into his assignment. At the time, he would remember what the words were, because he had just finished reading about it, but as he went back to read his work, he realized that he could not read all the words. This indicates that even though he knew the words in context, he did not necessarily remember them long term. For example, when he wrote an assignment on people getting cancer, he knew the compound word 癌症 “cancer,” but later it took some thought and context to be able to remember how the compound word was pronounced. With more practice and frequent encounters with the same words, he would remember them.

Although Michael was not aware of using a systematic approach to complete his daily assignments until he participated in the action research toward the end of the CR program, he could articulate his belief in the importance of motivation in learning. He believed that if one is interested in the topic at hand or the subject being taught in class, s/he will always do better. He said,

People in general learn better and faster when they are interested in the subject. For example, . . . no matter how good I am at math, I really don’t have a passion for it, therefore I won’t go out too far out of my way to . . . grasp the concepts. . . . But I will go out of my way to keep myself updated on current events and news so that I can share it in my argumentation class, because . . . I am more interested in what there is to learn on that subject.

Michael’s learning strategies reflected learner autonomy in that he chose his own topic for the daily writing assignment and developed his own system of error correction. This also influenced the way Victoria provided instruction in writing, as can be seen from the four themes discussed in the following section.

**Identification of Important Issues in Literacy Development**

In discussing the results near the end of the one-year CR program, four themes emerged as important issues in the development of Chinese literacy:
Traditional vs. simplified characters. The dispute about learning simplified versus traditional Chinese characters may never be resolved, as it is closely tied to political issues. Michael voiced his own opinion on this issue, arguing for both sets of characters:

Personally, I think in today’s world, both are important to learn, because . . . over a billion people . . . can read simplified characters, but there are also over 30 million people in the world who still read traditional characters. Besides, . . . a lot of new technology is being pumped out of Taiwan every day. . . . Therefore, if simplified characters were universalized, the world economy would suffer, as people in Taiwan tried to adapt. . . .

The most effective way to learn both sets of characters, however, is to concentrate on one set at a time. Michael cited an unsuccessful example to support his stance on this issue:

I don’t think that learning both simplified and traditional characters simultaneously would be beneficial; in fact, I think that it may even have a negative effect. For example, . . . my older sister took a Chinese course at the University. Her teacher had her focus on traditional characters, . . . based on the learner’s choice. . . . Yet . . . the second semester, her new teacher decided to have the class work in both simplified and traditional characters. This put . . . pressure on all the students and eventually my sister chose to withdraw from the course. . . . [T]he teacher wanted to teach both simplified and traditional characters at the same time, but didn’t slow down. . . . Overall, I think that . . . one should focus on learning one set of characters before going back to fill in the blanks in the other set.

The validity of introducing the second set of characters after the first set is grasped has also found support in observations of CHL learners participating in the Chinese Flagship Program at the University of Oregon.
(personal communication, Jennifer Liu). Otherwise, students tend to mix their sets of characters. If only one set of Chinese characters is systematically introduced in the L1 communities with the second set picked up later as necessary, it is certainly not reasonable to expect learners to acquire two sets of characters simultaneous in an L2 environment.

**Handwriting vs. typing.** Many people ask which is more beneficial, handwriting or typing one’s Chinese assignments? Handwriting can be beneficial because it helps one to remember how each character is written, thus helping remember how to pronounce it. Furthermore, the order of strokes, considered part of literacy, is a mnemonic device to facilitate character learning and consultation of a radical-based Chinese dictionary. But it may take longer to write a page of Chinese than to type a page.

A recent movement in the US promotes typing in Chinese. A slogan from IQ Chinese (http://www.iqchinese.com/) is, “If you can type, we guarantee you can learn Chinese.” It takes less time to type, but the learner is likely to forget how the words are written. Therefore, we would suggest that beginners first begin by handwriting assignments, until they are proficient in their writing skills. Michael alternated between handwriting and typing depending on the difficulty of the reading assignment.

**Writing book reports as academic papers.** In the second semester, Michael wrote three papers for the CR course by the end of March. He had been reading a website on fables and short stories for an entire quarter before writing his first paper on the difference between Chinese and Aesop’s fables. He did activities on the science museum website before writing a paper on Chinese scientific inventions. Then he read *Madame White Snake* specifically to write a formal paper on its contents.

The most important phase shift in Michael’s development of Chinese literacy skill was learning how to write reports as academic papers. Before Michael began to write a report, he would confer with Victoria on the topic. Once a topic was chosen, he would brainstorm and write a proposal including several research questions. For example, when he wanted to write about *Madame White Snake*, he first discussed several questions raised during his reading of the book, including why the fates of all the women in the story were so tragic and why the toad spirit was so strong after becoming a monk.
Sometimes Victoria would propose other questions. For example, while Michael was writing his paper on Chinese inventions, he was having a hard time because the book he was reading did not have phonetic symbols and Victoria was not around when he finished reading the book and started to write his formal paper. This made brainstorming harder, and therefore his research questions were not nearly as good as the first paper, so he and Victoria jointly generated other topics he could cover in his paper. Michael commented on how important the brainstorming process was to him:

The second formal paper was by far the hardest to write. This goes to show how important the pre-writing brainstorming is to a paper, and how good research questions and topics can put you on the road to success. This is also why it took me much longer to write my second paper . . . I wrote both my first and third formal papers within two days, while my second paper . . . took . . . a week.

CHL writing as a code of communication is restrained by its history, society, and culture (Scollon & Scollon, 2001, p. 273). Because writing as a code of communication is historical, it is (1) interdiscursive, i.e., positioned within multiple, overlapping, and even conflicting discourses, (2) intertextual, i.e., borrowing from other discourses and texts and used in later discourses, and (3) dialogical, i.e., responding to prior communications and anticipate following communications.

A common theme that Michael identified as important in his reading and writing was betrayal, a salient theme in Chinese history. He commented on the absurdity of betrayal in his reflection on Madame White Snake:

當我唸完了這本書時，我實在不能夠了解為什麼許仙會一直背叛白素貞與小青，因為她們兩個一直都是在付出她們最好的給許仙。直接了當的說，我其實滿討厭許仙的，因為雖然白素貞與小青幫了他這麼多忙，他還是不感謝她們，反而背叛她們不只一次，而是背叛了許多次呢。

When I finished reading this book, I couldn’t understand why Xuxian continually betrays Bai Suzhen and Xiaoqing, because they were always sacrificing their best for Xuxian. To be direct, I don’t really like Xuxian, because although Bai Suzhen and Xiaoqing help him so much, he doesn’t
thank them, but in return betrays them not only once, but many times.

He also found the male protagonist’s betrayal of his wife “embarrassing” based on his Christian culture. It is clearly an incident of interdiscursivity:

可是，許仙卻每次聽到別人說他老婆是妖精時，不斷的背叛他自己的老婆！這有多麼丟面子啊，連自己老婆他也都會背叛，真是一個沒用的傢伙。

But every time Xuxian hears from someone else that his wife is an evil spirit, he would betray his own wife! This is so embarrassing. He would even betray his own wife! What a useless guy.

Additionally, he interpreted the reason for the male protagonist’s betrayal as related to Chinese belief that “who you are” is more important than “what you do.” This is an example of intertextuality:

中國人注重的是你是誰，不是你能夠做什麼，因此假如白素貞與小青是妖精，那無論她們做多少好事，她們還是不配得跟人類有任何的關係。

Chinese care about who you are, not what you do; therefore, if Bai Suzhen and Xiaoqing were evil spirits, then no matter how many good works they do, they are still not worthy of having any relations with humans.

Incidentally, as Michael translated his own Chinese texts into English for presentation of this research, we discovered that the use of translation between target language and source language might be an effective tool for raising cultural awareness (Fang, 2007, p. 283), but it requires a separate skill. In the following translation, the use of the English relative clause as head final demonstrates Chinese interference that would not have occurred had he written directly in English:

白素貞是很堅定、有自信、很願意赦免傷害她的一位女士。
Bai Suzhen is a very resolute, confident, very willing to forgive those who hurt her woman.
**Scaffolding.** The most significant element in the success of the program was scaffolding. Scaffolding came in three forms throughout the year: (1) pronunciation of Chinese characters, (2) corrective feedback, and (3) assessment.

The use of various scaffolding devices for learning Chinese characters has been mentioned above. Various methods, including Chinese phonetic symbols, online dictionary, reading aloud, and audio files were used at different times during the program.

With regard to correction, Victoria initially provided the correct characters or sentence patterns for daily assignments, but later changed to circling the errors so Michael could do self-correction. When the same errors recurred even after self-correction, she provided more direct instruction to raise his awareness.

Several errors common to Chinese L1 literacy development occurred in Michael’s production at the beginning of the course. For example, he tended to repeat the classifier for one NP in front of the head noun 他娶了一個很美麗的一個女孩 tā qúle yīge hěn měili de yīge nǚhái “He married a beautiful girl,” a phenomenon reminiscent of spoken Chinese. He also replaced syllable final alveolar nasal with velar nasal, such as jǐng for 緊 jǐn “tight,” a common consonant coda variation in Taiwan Mandarin Chinese (Lin, 1988), making it impossible to find the correct character from the Twin Bridge entry software. Finally, he over-generalized the use of relative marker 的 de to both resultative compound 得 de and adverbial phrase 地 di.

At the end of the second semester, the errors that Michael made were similar to L1 Chinese teenagers in (1) their choice of compound, e.g., xiànmù 羨慕 “admire, envy” vs. jìngpèi 敬佩 “admire, emulate”, or shēngqì 生氣 “angry, upset” vs. fènnù 憤怒 “furious, rage”, shēnghuó 生活 “life, living” vs. shēngmìng 生命 “life”, (2) the tendency to overuse informal words, and (3) wrong choice of homonyms. At this stage, he over-generalized the adverbial phrase 地 di to the resultative compound 得 de. Finally, he demonstrated two impositions from English literacy: (1) overuse of first person pronoun as anaphora when it should be deleted in second mention, and (2) overuse of periods as punctuation marks for Chinese sentences, when commas should be used to connect the same topic (Tsao, 1993). However, Michael’s native Chinese oral proficiency played a crucial role in speeding up his literacy development. The edge provided by his CHL status would not have been
discovered if a quantitative comparison had been made, using character quizzes as a tool of assessment.

Providing corrective feedback was challenging for Victoria, in the dual role of parent-instructor. Within a week of beginning, Michael received Victoria’s order to “redo” his assignment because he had not achieved to her standard. Michael was frustrated and outraged with this comment, while Victoria did not know how to react to Michael’s negative reaction to her candid feedback. If Michael did not comply with her request, her authority as an instructor would be severely challenged. She could fail him if he did not comply, but it would have been a heart-breaking experience if she had had to fail her son. Fortunately, Michael redid his assignment successfully. This critical incident was a breakthrough in their newly established relationship. From then on, Michael always turned in assignments that met Victoria’s high standard.

Assessment was the third important element in providing scaffolding for academic writing. Victoria chose to use grading rubrics\(^7\) to evaluate Michael’s progress instead of a more traditional character quiz. Michael expressed his positive view on the usefulness of the grading rubrics,

> Personally, I think that the grading rubrics for my formal papers were pretty fair and seemed to grade all the aspects that a formal paper should have.

Michael also commented on how a character quiz would add pressure to the learner without adding much benefit in the long run.

> I think that, like most other things, there are pros and cons to a Chinese character quiz. On the one hand, a character quiz would probably benefit my vocabulary by going back to review the words that I wrote recently, but on the other hand, it would give me more pressure and stress and may take away that interest in the subject . . . resulting in no real net change of the speed at which I learn.

A one-on-one method, at least with a diligent enough student, worked very well, because the teacher was able to accurately assess student progress

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\(^7\) This tool is downloadable from http://rubistar.4teachers.org/.
by examining all his work in a portfolio using rubric evaluation. So far we have seen how the CR program’s facilitation of learner autonomy influenced the choice of learning strategies and the instructor’s scaffolding. Identification of these three elements (autonomy-learning strategies-scaffolding) led to the next cycle of discourse, conference presentation.

Conference Presentation
The final stage of discourse during the CR program was participation in an academic conference. After completing the analysis and identification of important issues in literacy development reported above, Michael and Victoria co-authored a poster at the 2008 Chinese American Educational Research and Development Association (CAERDA) Conference. He shared his portfolio, showcasing the progress of his literacy skills. Michael commented on the significance of this conference in his development of Chinese literacy,

The conference has pushed me to work harder to achieve a higher level of Chinese literacy, so that I can be truly bilingual. After coming back from the conference, I finally realized that this CR Chinese class that I am taking this year is merely a stepping-stone in the grander scheme of things. I realized that learning Chinese is not just a year-long thing, but a life-long thing.

Thus, presenting the results attained during the year became an empowering experience for Michael. This empowerment triggered further interest in learning and presenting, leading to the final stage, mentored independent learning.

Mentored Independent Learning
After the one-year CR course ended in 2008, Michael moved with his family to Wheaton, Illinois. There was no provision for formal Chinese courses to further his Chinese literacy skills in this setting, as the school district is predominantly white. Even in a neighboring city with a large Chinese population, the teenagers tend to be fully integrated into the English speaking communities. In this context, Michael’s Chinese language proficiency brought many positive comments from Chinese church members, and he was called
on to read from the Chinese Bible to showcase his Chinese literacy. These critical incidents no doubt strengthened his motivation to improve his Chinese literacy.

After a year with no formal Chinese courses, Michael decided to resume his Chinese reading and writing activities in the summer of 2009, producing book reports on three well-known figures in Chinese history: General Yuefei 岳飛, Genghis Khan 成吉思汗, and Mulan 花木蘭. The books, with Chinese phonetic symbols, are written for Chinese L1 readers of the upper elementary to lower middle school literacy level.

As the historical texts involved cultural knowledge that Michael did not possess, Victoria decided to read aloud the first two texts with him in a role-play manner. We took turns reading each paragraph and acting out the dialogues. This triggered emotion on the recurring theme of betrayal. Michael wrote in his book report on General Yue Fei, with his own English translation:

My reading strategy when reading Yue Fei differed slightly from previous readings I had done. Before, I usually read these types of books alone, but this time I alternated with my mother in reading the story out loud. When the characters in Yue Fei spoke, we would imitate their conversations using acting voices. I think this type of reading style allowed me to have a deeper impression of the story. It especially caused me to become angered at Yue Fei’s betrayal because I was able to imagine how Qin Kuai and his wife plotting to kill Yue Fei.

After finishing each text, we brainstormed by drawing bubbles⁸ to find relationships among the characters and events to help him generate themes for his writing. Michael reflected on this process,

Recording everything that made an impression on me after reading the

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⁸ The bubbles were drawn with the help of http://bubbl.us/, a free web application for brainstorming.
book enabled me to write book reports on topics that interested me. Also, by recording multiple ideas on the same page, I was able to look for relationships between the ideas, enabling me to write a paper with a more consolidated topic while minimizing distracting tangents and topics. . . .

This modeling and scaffolding turned out to be very effective. Michael was able to read and write the book report on Mulan completely on his own. He said,

When challenged to complete the book report on Mulan on my own, I was initially a little anxious. . . . Yet, the first thing I did when I began my brainstorming process was to create a web diagram with various ‘bubbles’ with information. This helped me to organize my thoughts and allowed me to sort through the different topics I considered including in my report. Once my brainstorming was accomplished, it became simply a matter of further organizing my thoughts into words.

The bubbles that Michel drew at the beginning with Victoria’s guidance, as shown in Figures 1-2, developed from a more simplex network centering around General Yue Fei to a more multiplex network reflecting the various stages of Genghis Khan’s life. The diagram on Mulan, shown in Figure 3, another multiplex network, was completely Michael’s initiative. This illustrates how Vygotsky’s (1986) Zone of Proximal Development (ZPD), i.e., the difference between what a learner can do without help and what s/he can do with help, was in play in the process of Victoria’s modeling and Michael’s learning.
Globalization & Digitalization

Figure 1. General Yue Fei.

Figure 2. Genghis Khan.
In the final stage of Michael’s writing, we observed an indexical relationship between language and culture, as demonstrated in Ochs (1990) and He (2000), who argued affective and epistemological dispositions/stance are recurrently used to constitute other contextual dimensions, such as identity. In the following examples, we observe Michael’s anger of betrayal and his value of loyalty repeatedly occur in his writing about Yue Fei and Genghis Khan, indicating dialogicality between the books:

岳飛這位偉大又文武雙全的將士會在中國人的心裡永遠是一位神秘的角色。雖然他那麼年輕就死了，但是他活著的時候卻給了宋朝的人希望，並且讓他們看到對國家的忠心和服務常常比自己的生命還重要與值得。

The great general Yue Fei, well-versed in both literature and martial arts, will forever be godly character in the hearts of the Chinese people. Even though he died so young, he gave the Song people hope while he lived and revealed that loyalty and service to one’s country is often more valuable than one’s own life.

塔爾忽壹、脫里王罕、以及扎木合的下場讓成吉思汗的讀者看見不忠不義的朋友總是會落到一個很悲慘的下場。... 這三人的下場能夠提醒讀者對朋友忠心的重要性，因為人們不一定能夠隨時獲得第二個機會證明他們的友情。

Targutai, Toghrul Wang Khan, and Jamuka’s fates reveal to the readers of Genghis Khan that disloyal friends always meet a miserable fate. ... The fate of these men serves as a reminder of the importance of loyalty to
one’s friends, because people do not always get a second chance to prove their friendship.

In his last book report, two traditional Chinese values, filial piety and loyalty, occur in his conclusion in a style of moral teaching, resembling acculturation and identity building in Chinese writing. Meanwhile his belief in equality of gender is again manifested, illustrating why language learning is cultural transmission:

總而言之，花木蘭是一位很了不起的女士，她拒絕被自己的性別捆綁，卻選擇服侍她父親為他帶兵打仗。而且，木蘭的榜樣值得讀者們學習，因為她忠心、永遠不放棄的精神能夠引起別人的重視。希望各位在未來能夠越來越珍惜木蘭的故事，並且向她孝順的態度學習。

Overall, Mulan is an extraordinary woman who refuses to be restricted by her gender; instead, she chooses to take her father’s place in the army. Also, Mulan’s example is worthy of imitation, because her loyalty and determined attitude can stimulate the emulation of others. In the future, hopefully everyone can learn to appreciate Mulan’s story more and more and learn from her demonstration of filial piety.

As mentioned above, the article he wrote on Mulan indicates his ability to carry out the whole process of reading and writing on his own. His conclusion also begins to reflect a typical Chinese essay with moral teaching at the end to encourage emulation of historical heroes, a cultural byproduct of second language learning.

The mentored research ended with a joint oral presentation at the 2010 AAAL conference. Michael commented on this journey:

Translating the book reports I wrote previously was one of the major challenges because it required a well-rounded mastery of both English and Chinese. Another challenge was writing a book report on Mulan; it was the first time that I had to read and write about a Chinese book without my mother’s frequent guidance. . . . I am quite excited for the upcoming conference. It gives me a chance to show what I have accomplished in the past few years [and] I have the opportunity to use my experiences to potentially help other students gain mastery of
multiple languages.

A Model of Literacy Development for a Heritage Language Program

This research has documented the process of an English-Chinese bilingual CHL boy’s development of Chinese literacy in academic genres, using a qualitative approach to identifying significant cycles of discourse from Michael’s narrative accounts. To answer our research question of how a bilingual can develop biliteracy skills, we identified three socio-cognitive factors from the three-year longitudinal study: autonomy, learning strategies, and scaffolding. Throughout the six stages, these three elements constantly interacted and reinforced one another. The center of the model of literacy development is empowerment, because as the learner gained biliteracy skills he also gained confidence in his ability. A model of literacy development generated from this longitudinal study can be represented in Figure 4.

![Figure 4. A model of literacy development for a heritage language program.](image)

In summary, learner motivation and academic aptitude were essential for autonomous learning. As the instructor and the learner co-constructed the syllabus and evaluated the e-learning programs to be included in the teaching materials, this encouraged the learner’s accountability to the instructor. The learning strategies, initiated by the learner, reflected learner autonomy in areas such as topic choice based on learner’s interest, use of online dictionary, repeated self-correction, mastery of one set of characters at
a time, and alternation between writing and typing. As the instructor encouraged accountability from the learner, the nexus of practice also changed the instructor’s choice of scaffolding. She inspired the learner to adopt various methods for learning the sound of Chinese characters, and modified her corrective feedback and assessment. In helping the learner overcome writer’s block, she used techniques such as bubbles and pre-writing brainstorming, submission of a proposal for writing, building on daily assignments in stages and gradual mastery of different genres (summary, critique, academic writing). Co-presenting the action research as a poster brought honor and accountability to the learner and triggered another cycle of mentored independent study, culminating in better literacy skills and an oral conference presentation.

Finally, as the story is ongoing, we should report how this research has influenced the actions of the two participants. Michael is currently a college student tutoring Chinese at his College and in the community, while Victoria is teaching an online course on Introduction to Teaching Chinese as a Foreign Language to in-service teachers worldwide in addition to engaging in research in applied linguistics at CCU. Thus, the significant cycles of discourse found in their action research are ongoing in various forms in their continual mentoring of other individuals who are in the process of developing biliteracy.
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The Making of Task-Specific Chatbots for English Conversation Practice: A Preliminary Proposal

Shuen-shing Lee

Introduction

Aside from a human speaker with fluent command of English, a speech-to-speech (STS) chatbot is the most ideal partner for an ESL student in conversation practice. But why is a proficient ESL chatbot so hard to find in the marketplace? The answer lies in the fact that speech recognition technology has made very few breakthroughs since its inception in 1940s, compared to advances in other fields of digital technology. This explains why, at this writing, text-to-text (TTT) and text-to-speech (TTS) chatbots run rampant on the internet while their STS counterparts are rare. Against this backdrop, iPhone 4S’s “Siri,” a “personal assistant” equipped with STS capacities, stood out upon its debut in October 2011. Its official promotional trailer (Thisismynextvideo, 2011) shows dialogues impeccably conducted between the user and Siri the chatbot. In this movie clip, daily routines such as emailing, time-setting, and scheduling, are all perfectly accomplished by voice exchange. In the early days after Siri’s release, user tests on the accuracy of its speech recognition have proven only slightly flawed. For example, in darkesseofmagyk’s movie clip, 11 questions, diverse in subject and mostly inquiries beyond the domain of daily routines, are presented to Siri and the chatbot scores 10 out of 11, based on the accuracy rate of its responses in terms of speech and semantic recognition. The one response of Siri’s which logically goes awry is that to a “weird” question: “I need to hide a body.” We will come back later to the question and the semantic cognition issues this question raises. Presently, what concerns us is speech recognition. Siri’s high competence in recognizing speech in general questions is unprecedented in the history of STS chatbots. This recognition accuracy has made the engineering of successful ESL chatbots much simpler in technical terms. With that in mind, we believe that an ESL chatbot empowered by Siri’s strength or its kind, like that of the Android “Assistant,” can handle ESL
conversation practice satisfactorily, mostly because the ESL chatbot is task-specific, rather than for general purposes.

**Suggestions for the Improvement of Speech Recognition Rate**

In our discussion below, unless specified otherwise, we use as a point of reference an imaginary ESL chatbot meant for a Taiwanese ninth grader. The chatbot comes as an interactive companion to an ESL textbook used by the student. He/She is expected to have a vocabulary of the 1200 English words compiled by Taiwan’s Ministry of Education for the ninth year of English learning. In this view, the chatbot is content-specific. Note that learning materials in the textbook also include audio and video formats, which will help prepare the student to comprehend the chatbot’s speech in conversation practice.

In constructing the soundbase of the ESL chatbot, the following reminders can help heighten its speech recognition rate: the soundbase should be built to match user speech input based on non-native-speaker-specific, area-specific, age-group-specific, and gender-specific parameters:

1. A non-native speaker’s intonation usually differs greatly from a native speaker’s and, as such, sounds for each English word recorded and built into the soundbase should include variations that may be encountered from non-native speakers. This will enable the chatbot to recognize and respond to utterances that may deviate from standard English.

2. Pronunciation by non-native English speakers from discrete areas, countries, or cultures differs from each other greatly. As such, it is advisable that a chatbot’s soundbase be area-specific. For example, a huge disparity exists between Taiwanese and Cantonese accents in spoken English.

3. Because the human voice changes with age, a chatbot maker should be sure that the sound spectrum considers the target user’s voice range.

4. Gender-specific differences in intonation should be taken into account since a boy’s voice differs from a girl’s.
Lee: Task-Specific Chatbots

Two more parameters will be added to the list, but first a bit of backstory on Siri is in order. Less than one year after its official launch, Siri has been criticized for getting poorer in both speech and semantic recognition, contravening Apple's claim that Siri is improving with time its accuracy rate in both realms (Nivas, 2012). Steve Wozniak, Apple's cofounder, remarked that he used to get the exact answer for the question, “What are the five biggest lakes in California?” but now in answer to the question Siri gave him information on realty listings (Samson, 2012). Another user, Test-Pilot, reports:

When it [Siri] first came out, I couldn't sing it's [sic] virtues enough. It was great; I had very rarely experienced difficulty in getting Siri to do exactly as I asked. But lately, it's getting whacky. Example: "Remind me to put the platter into the oven at 6:00 PM" gets transcribed as "Put Clara into the oven at 6:00 PM". Try again, it gives me: "Put Schlatter into the oven at 6:00 PM". Once more: "Put Hannah into the oven at 6:00 PM". There was one or two more before I gave up and typed it in manually. (Test Pilot, 2012; Italics mine)

In Wozniak's case, Siri is “getting dumber” in semantic recognition. One of the technical reasons is that servers with search engines, which Siri is connected to, have been constantly gathering information from the internet and updating their storage to such a point that Siri has too much data to regurgitate. In the early days, Siri, using the same recognition algorithms, was able to identify a much more precise answer from a shorter list of options. Now the list has grown into a long queue beyond Siri's semantic recognition ability. Kalinich (2012) fittingly points out: “The issue here is that Apple has shifted Siri to more of a universal search feature. This means that if you ask a question it is going to hit Apple, then it might hit Google or another search engine other than Wolfram Alpha,” the particular server(s) Siri used when it was a stand-alone application. Kalinich continues, “You can still get the answer, but you have to pre-text the question with ‘Wolfram Alpha’.”

Siri is always learning, using clouding systems to assemble accents from its North American user group. The advantage is that it can quickly archive a huge array of accents but one consequence is that the archive will soon blow up, fraught with too much aural ambiguity. These ambiguous sounds have

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flooded the soundbases, breaching the maximum range of recognition tolerated by each individual standard sound. As such, Siri is no more able to persistently recognize regular sounds such as “platter,” as observed in Test Pilot’s report, and can answer the question only in a random way. That is why “Clara,” “Schlatter,” or a less relevant “Hanana,” popped up in the response.

By accepting into their servers all speech input without discrimination, Apple seems to intend to transform Siri from a task (routine)-specific chatbot into a general-purpose one. The failure, as illustrated by the two examples above, testifies to two things: 1. the making of a general-purpose chatbot currently remains an elusive goal; 2. general-purpose AI has a long way to go. Be that as it may, the original Siri can make a successful ESL chatbot, if its strength is appropriately directed. A little shrinking twist of its task in compliance with the above four suggestions would enable Siri to function satisfactorily for ESL learning.

Clouding systems of Siri’s type are not fully appropriate for the ESL chatbot since the chatbot should converse satisfactorily with an ESL student “out of the box.” However, the application of clouding in accumulating accents deserves exploration. Here are two ways to take advantage of clouding in ESL chatbot design:

1. Use local clouding systems to aggregate different accents of a specific area. Build a sound corpora based on the other three suggestions listed in this section. Integrate the corpora with an ESL chatbot into an offline program. Two advantages emerge from this design: No networking is needed and the accessing speed is admittedly stable.
2. Integrate the above corpora into an online program. A local clouding system may run alongside an online chatting program, retrieving accents unfound before but without intervening in ongoing conversations between the user and the chatbot. One advantage is that the existing corpora, updated intermittently off line, can improve. One downside is that networking has to be readily available.

**Suggestions for the Improvement of Semantic Recognition Rate**

Our suggestions in the previous section concern the construction of soundbases. In this section, textbases, i.e., the chatbot’s built-in replies, come to the forefront. We suggest that the textbases should be level-specific,
topic-specific, and scenario-based.

In the level-specific chatbot, a list of topics for conversation is available for the student to select from. These topics are derived from the student’s textbook, closely relating to young beginners’ interests and concerns. After acquiring some basic idea of the topics from the textbook, the student is prepared to engage in conversation with the chatbot through a topic of interest to him/her. For the convenience of discussion, let’s say that the topic presently chosen by the student is “Knowing Animals,” or to be more narrow in scope, “Learning the Names of Animals.” In compliance with the student’s choice, the chatting program offers him/her a scenario, presumably titled “Visiting the Zoo.” In this scenario, the chatbot, or to be exact, the talking avatar, can opt for the role of a zoo guide. She is able to answer questions regarding properties of an animal introduced in the textbook.

Two points are noteworthy in the design of the scenario. First, the zoo guide, apart from supplying background knowledge of the zoo, should take the initiative in asking questions related to animal properties and resources offered in the textbook. Unable to speak much English, the ESL student normally has difficulty in uttering a question. Accordingly, it is advisable for the chatbot to initiate a conversation. The student may be encouraged to take the leading role later, depending on his/her familiarity with the questioning patterns. Second, a soft-tone approach is more preferable than a hard-tone one. Hard tone here means using the principle of positivity (yes/right) and negativity (no/wrong) in assessing a response from the user. What matters in an ESL conversation, in our opinion, does not reside in the student’s answer being right or wrong but his/her continuing engagement in the conversation. Contrary to the hard-tone approach, a soft-tone one uses responses of “conditional positive regard” (CPR), a concept modified from Carl Rogers’s “unconditional positive regard” (UPR), which we will address later. CPR refers to an attitude bolstering the student to stay, to talk, and to answer in times when he/she has difficulty finding the right words to say or has nothing to share. As a whole, the avatar is always initiative and active in a conversation and ready to provide assistance, such as cues and clues for further engagement. Consider the following conversation:

The zoo guide: WHAT ANIMAL IS THIS? [The visual avatar is pointing at a zebra.]
The ESL student: This is a horse. [The student does not know how to say the word, “zebra,” or has difficulty saying it.]
The zoo guide: THIS IS AN ANIMAL LIKE A HORSE. TRY ONE OF THE FOLLOWING:
A. THIS IS A LION.
B. THIS IS A ZEBRA.
C. THIS IS AN ELEPHANT.

[Possible Dialogue #1:]
The ESL student: a. This is a lion.
The zoo guide: YOU ARE CLOSE. TRY AGAIN.
The ESL student: b. This is a zebra.
The zoo guide: YOU’RE RIGHT. LET’S MOVE ON . . . .

[Possible Dialogue #2:]
The ESL student: b. This is a zebra.
The zoo guide: YOU’RE RIGHT. LET’S SAY IT AGAIN. THIS IS A ZEBRA.
The ESL student: This is a zebra.
The zoo guide: VERY WELL. LET’S MOVE ON.

In response to the wrong answer, “This is a horse,” the zoo guide does not strike out the student with a NO. Instead, she walks the student forward with an analogical clue. Next, she provides options for the student to choose from, instead of letting him/her run idle, with little idea where to go next. These options constitute a cue, something that excites or stimulates the student to continue.

To sum up, questions initiated by the chatbot serve to guide the student in learning, leading him/her toward a satisfactory level of proficiency before he/she assumes an active role in the conversation. A response that carries clues and cues, i.e., a soft-tone approach, helps motivate the student to move on.

**What Goes Awry in Siri’s Processing a Weird Statement**

In darkesseofmagyk’s movie clip, when the user asks, “I need to hide a
body,” Siri displays 5 locations for the mission: 1. mines; 2. reservoirs; 3. metal foundries; 4. dumps; 5. swamps. Right after the user has picked “swamps” from the list, Siri brings forth a map, saying, “This swamp looks pretty close to you.” The user’s out-of-context request is a purely humorous move, given its weirdness. Unable to detect the humor embedded in the interrogator’s utterance, Siri takes it at face value, like a request for help in finding a restaurant in the neighborhood. What goes awry in Siri’s processing this input? How does an ESL chatbot designer tackle weird statements like “I need to hide a body?” We will address the first question in this section and the second in the next. In this section, after clarifying key factors of Siri’s silly response to that weird “context-independent” statement, we will bring in “context-dependency,” a topic related to the issue of how to improve an ESL chatbot’s accuracy rate in responding to simple but meaningful statements.

The input-output process of an STS chatbot, partly derived from Stanford, Williamson, Sherwin, & Castellucci (1997), can be summarized as follows:

speech input ⊔ speech recognition ⊔ speech-to-text transcribing ⊔
semantic recognition (choosing a textual response from a textbase) ⊔
text-to-speech transcribing ⊔ speech output

This simplified flowchart quickly shows that Siri’s problem originates from the semantic recognition section. darkesseofmagyk’s inquiry, along with Wozniak’s (“What are the 5 biggest lakes in California?”), mounts no challenges to Siri in speech recognition, but they have plunged Siri into a semantic jungle. A comparison indicates that, in Wozniak’s case, Siri has too many options to choose from the textbase in spite of the fact that Wozniak’s question is a simple and meaningful one, and, in darkesseofmagyk’s case, Siri has no options to choose from since “I need to hide a body” is semantically ambiguous and routinely unusual. For further discussion, an explanation about a chatbot’s mechanism of selecting a response from its textbase is in order. Mostly, a chatbot uses pattern matching and pattern recognition algorithms to discern the meaning of an input. According to the article, “Pattern Recognition,” pattern matching algorithms “look for exact matches in the input with pre-existing patterns. A common example of a pattern-matching algorithm is regular expression matching, which looks for patterns of a given sort in textual data.” When an input meets no pre-existing
patterns to match, pattern recognition algorithms weigh in. They will calculate all the keywords or parts-of-speech available in the input and produce a pattern most approximate to the input and subsequently gives a response based on the chosen pattern. This selecting method can be called “fuzzy matching,” in contrast to “exact (pattern) matching.” It is not possible that a chatbot’s textbase has all the patterns available for retrieving. Therefore, it is not surprising that Siri finds no patterns to match a sentence like “I need to hide a body.” An approximate pattern, instead, is evoked to serve the conversational purpose. For illustration, let’s say the approximate pattern is “I need to hide something.” Hiding, inferentially, involves locations and subsequently Siri churns out a list of places.

What does “a body” refer to in “I need to hide a body”? A human corpse? A tiger’s carcass? This semantic ambiguity, coupled with Siri’s fuzzy matching algorithms, has thrown Siri into an awkward predicament. “I need to hide a body,” a context-independent sentence, is unclear in meaning. By contrast, “What is your favorite color?” also a context-independent sentence, is transparent in meaning. Accordingly, a pattern for the latter can be easily identified and a suitable answer to the question pops out in no time. But reality is more complex than this. Weird questions excluded, simple and meaningful questions are sometimes difficult to deal with, not because of the depth in lexical and compositional meaning but because of context-dependency. Consider the first three questions provided by Jurafsky and Martin (2009) in their introduction of “Web-based question answering”:

1. What does “divergent” mean?
2. What year was Abraham Lincoln born?
3. How many states were in the United States that year?

Question 1 is a “definition question” while Question 2 is a “factoid question.” It is easy to answer them, according to Jurafsky and Martin (2009). Note that these two questions are context-independent. Question 3, a meaningful sentence, however, can pose lots of problems for recognition algorithms to find a pattern because it is context-dependent. The first part of the question, “How many states were in the United States,” seems a factoid question. But, “What year is that year?” Jurafsky and Martin ask. They continue: “To interpret words like that year, a question-answering system
needs to examine the earlier questions that were asked; in this case, the previous question talked about the year that Lincoln was born” (2009, p.37). It should be noted that parsing previous questions for an answer, a method called “coreference resolution,” may not work satisfactorily when a conversation involves more than one topic. In a multi-topic context, many things could have happened and existed in *that year*. It is accordingly very hard for a textbase to contain all the information about them. To make coreference resolution an effective method, the conversation should be topic-specific, along with those specificities suggested earlier. Drawing from the discussion, we suggest that:

1. Context-independent but semantically meaningful questions for an ESL student such as “What is your favorite animal?” are preferable in the initial stages of learning. This design fosters an ESL student’s confidence. Note that context-independent questions may wear out an ESL student quickly.

2. Context-dependent questions should enter into the scene only after the ESL student has garnered a full acquaintance with the context. To be exact, these questions should be context-specific since they are derived from a single topic-specific scenario. As such, it is easier for the designer, with a small but specific context at his disposal, to map out all the possible patterns.

**The UPR Approach: Tackling Weird Input from the User**

In this section, we advise that a Rogerian approach be used to tackle weird questions or statements from the user. Rogerian psychotherapy is characterized by the therapist’s “unconditional positive regard,” among other qualities. UPR, as defined in an online article titled “Person-Centered Therapy,” means that “the therapist accepts the client totally for who he or she is without evaluating or censoring, and without disapproving of particular feelings, actions, or characteristics.” Additionally, as expounded in the same article, UPR is intended for the construction of “a nonthreatening context in which the client feels free to explore and share painful, hostile, defensive, or abnormal feelings without worrying about personal rejection by the therapist.” This UPR attitude, transfigured for ESL conversation practice, bears a resemblance to the CPR attitude at first glance since both carry a soft tone.
To be concise, as is elaborated below, the UPR approach is meant to address a different issue than the one handled by the CPR approach.

Typically, when a chatbot finds no patterns in its textbase that match user input, it randomly grabs one from a particular repository, called the “Ultimate Default Category” by Wallace (2005), the maker of ALICE, an online general-purpose chatbot. Such random responses sometimes capture a bit of humor but mostly disrupt a conversation as non sequiturs. Applied to an ESL chatbot, random responses might cause the ESL student to quit or get lost in a conversation. As an alternative to randomness, we recommend that a Rogerian mode of inquiry be adopted to augment the chance of the user’s continuing to engage in the dialogue—specifically, the Rogerian inquiry method of quoting a patient’s dictum in the interrogation of a patient. This approach was adopted by Weizenbaum’s (1966) “Eliza”, one of the earliest TTT chatbots. Below is a sample of a dialogue with Eliza (Weizenbaum, 1966, p. 37; quoted in Wardrip-Fruin, 2009, p. 25-26; words in upper case are Eliza’s responses):

Men are all alike.
IN WHAT WAY
They’re always bugging us about something or other.
CAN YOU THINK OF A SPECIFIC EXAMPLE
Well, my boyfriend made me come here.
YOUR BOYFRIEND MADE YOU COME HERE
He says I’m depressed much of the time.
I AM SORRY TO HEAR YOU ARE DEPRESSED
It’s true. I am unhappy.
DO YOU THINK COMING HERE WILL HELP YOU NOT TO BE UNHAPPY
I need some help, that much seems certain.
WHAT WOULD IT MEAN TO YOU IF YOU GOT SOME HELP
. . . .
You are not very aggressive but I think you don’t want me to notice that.
WHAT MAKES YOU THINK I AM NOT VERY AGGRESSIVE
You don’t argue with me.
WHY DO YOU THINK I DON’T ARGUE WITH YOU
You are afraid of me.
DOES IT PLEASE YOU TO BELIEVE I AM AFRAID OF YOU
Eliza’s responses above illustrate a full embodiment of UPR. Her statements divulge little vein of positivity or negativity. A close look reveals that the user’s utterances are borrowed and repeated in Eliza’s responses in a slightly altered manner, heralded by neutral interrogative phrases such as “WHAT WOULD IT MEAN TO YOU IF . . .,” “WHAT MAKES YOU THINK . . . ,” “DOES IT PLEASE YOU TO BELIEVE . . . .” According to Wardrip-Fruin (2009), “Each statement by an Eliza script is the result of a multistep transformation of the most recent audience statement” (p. 30). Noteworthy is that in the multistep transformation, Eliza has never expressed opinions of her own. What counts eventually is that she succeeds in making the user willing to continue articulating himself/her.

To computer scientists, the internals of the Eliza software are not very complex, but Eliza’s success is so enormous that most users assume it runs a sophisticated system like HAL, a sci-fi AI recounted in Clarke’s (2001): A Space Odyssey (1968) and made famous by the movie of the same title. Some people call this assumption of complex software “The Eliza Effect” (Wardrip-Fruin, 2009, p. 31-32). This term implies a shortage of AI in Eliza, but, ironically, it is what an ESL chatbot needs since it hooks an ESL student and motivates him/her to continue the practice.

An imaginary dialogue of our ESL chatbot in the vein of Eliza could look like the one below. We presume that after the ESL student has gained more linguistic knowledge of the animal topic and the related scenario, he/she might sometimes ask questions or make statements beyond the range of the chatbot’s established patterns.

I want to kill lions.
TELL ME MORE ABOUT IT
They eat meat.
WHAT ELSE COMES TO MIND WHEN YOU THINK OF THEM
They are bad.
WHAT MAKES YOU THINK THEY ARE BAD
Horses and zebra is afraid of them.
WHY DO YOU THINK HORSES AND ZEBRAS ARE AFRAID OF THEM
Lions has big teeth.
ARE YOU AFRAID OF BIG TEETH

Note that we presume that a disambiguation device is in place in the imaginary chatbot to fix those grammatically incorrect words or phrases. That said, this dialogue sample evidently adopts the UPR approach. “I want to kill lions,” an emotional statement, presumably, will not be likely to have a pre-existing pattern to match in the textbase because of its spontaneity or unexpectedness, which are typical of real-life conversations. Instead of feeding the ESL student with a random response, risking rupture of the conversation, the chatbot serves up a UPR statement, which has a high likelihood to sustain the learner’s engagement. Subsequently, the chatbot keeps “recycling” the user’s statements. This method is called “reflection” in “Person-Centered Therapy”: “This technique shows that the therapist is listening carefully and accurately, and gives clients an added opportunity to examine their own thoughts and feelings as they hear them repeated by another person. Generally, clients respond by elaborating further on the thoughts they have just expressed.” In our case, this method is modified into a technique to induce the ESL student to keep on talking. The key feature of this technique is feeding the ESL student with statements whose syntactic format mostly comprises two parts: neutral interrogative phrases + recycled words/phrases from the user.

The UPR approach and the CPR approach do not differ much from each other. What mostly distinguishes them are:

1. A UPR chatbot, like Eliza, does not express opinions, positive or negative, while a CPR chatbot offers opinions, including clues and cues, and its attitude involves positivity but not negativity.
2. The CPR approach is used to tackle situations wherein an ESL student is experiencing difficulty in expressing himself/herself. The UPR approach is used to handle an ESL student’s weird input, such as “I need to hide a body,” “I want to kill lions,” or even “Colorless green ideas sleep furiously,” a “grammatically correct but semantically nonsensical” sentence made by Chomsky (1957, p. 15).

Note that if the student’s input is constantly “grammatically incorrect and
semantically nonsensical,” like Chomsky’s “Furiously sleep ideas green colorless,” the chatbot may demand the student to review his/her textbook before another try. It is also noteworthy that the ESL chatbot may shift between the CPR and UPR approaches in the engagement, depending on the student’s input or responses.

Conclusion: Three Steps towards a Better ESL Chatbot

Since the imaginary ESL chatbot, based on a particular textbook, is content-specific, pattern matching algorithms can easily assume most of the responsibilities in identifying user input with exact patterns. Amid such a conversation, the CPR approach is resorted to only when the ESL student experiences difficulty in finding the right word to say. In the case of illogical or weird input, fuzzy matching algorithms step in first to figure out an appropriate pattern. If fuzzy matching fails to submit one, it is advisable to apply the UPR approach, rather than the Ultimate Default Category. Amid a UPR conversation, if a statement used by the student matches a pattern in the textbase, the previous normal processing can then resume. Theoretically, this three-step process, consisting of pattern matching, fuzzy matching, and the soft-tone (CPR/UPR) approach, guarantees a higher success rate for an ESL chatbot to prolong a student’s engagement in conversation practice.
References


Lee: Task-Specific Chatbots


Using Google Earth to Teach Irish Literature

Yi-ling Yang

I. Introduction

In teaching Irish literature, I find that although students show great interest in this subject, they often feel culturally distanced from Ireland and have difficulty understanding texts. Economy, religious rituals, or the setting of a text are foreign to them, not to mention deeper comprehension of the story, the story closely connected to the social context. To bridge the gap, I planned to integrate the tool of Google Earth into the undergraduate course “Reading Ireland.” Distinct from the conventional media of photos and video clips, Google Earth is new software that provides 3D images and invites users to embark on a virtual journey with certain datasets for their own interests. Moreover, it is interactive, allowing users to control the way they perceive a place and record their journey added with internet links and voiceover. With appropriate design, it was hoped that the software would effectively help students “enter the story world” by “envision[ing] the story in their mind’s eye” and immerse them further in the words of Irish authors (Rozema and Webb xiv).

Three concepts of geography, literary geography, and literary cartography need to be explained before the application of Google Earth to literature teaching. According to Oxford Dictionaries Online, geography is “the study of the physical features of the earth and its atmosphere, and of human activity.” As the Royal Geographical Society defines, geography is “the study of the earth’s landscapes, peoples, places and environments.” Despite the variance in definition, geography is generally understood to be a discipline that requires scientific objectivity and accuracy. Literary geography, on the other hand, refers to geography written in literary works. Instead of objective observation, geography in literature is “humanized spatial environment” teeming with “subtle human qualities” (Salter and Lloyd 2). It signals the mutual influence between geography and the author’s perception. As David Harvey contends, “Every social (including literary or artistic) project” is “a
project about nature, environment, and ecosystem” (189). Accordingly, we cannot read literature without paying attention to geographical features embedded within. If literary geography is a subject, literary cartography is a more specific concept, referring to visualization and mapping of the subject. An author’s interpretation and representation of a place and space form such cartography, which thus abounds with “subjective component[s]” (Padrón 265). Literary cartography consists of two signatures: structural signature and behavioral signature (Salter and Lloyd 7-8). The former concerns “fundamental patterns of settlement, agriculture [sic], livelihood, sacred space, and transportation”; the latter involves “personal space” such as “house types, gardens, landscapes of entertainment, and other localized expressions of individuality” (8). While structural signature registers the traces of collective activities, behavioral signature records individual acts on land. Both signatures will be useful to instruct students to examine the literary geography of Irish literature.

By integrating Google Earth into literature teaching, I aimed to draw students’ attention to literary geography and literary cartography of Irish texts. As Paulo Freire wisely articulates, “Reading the world always precedes reading the word, and reading the word implies continually reading the world” (25). With the aid of Google Earth, I expected that students would have a better knowledge of the world where the story was set, compare and contrast the physical and the fictional world, and identify in texts any culture-specific phenomenon related to the geographic landscape.

II. Course Design

The course was offered as an elective course in the fall semester of 2012 at undergraduate level of National Chung Cheng University in southern Taiwan. Out of thirty-one students taking this course were thirty English-major juniors and seniors, and one English-minor senior. The first issue taken into concern was the selection of materials. Although most writings contain literary geography, texts with the following features would better serve the purpose and practice of this course. First, they should show a substantial link between the environment and characters who live within. The link could be physical, projecting “the man-land economy of a region” (Salter and Lloyd 4). It could also be metaphoric, revealing individual perception or emotion of the environment. Second, there should be tension, conflict, or
changes in the link as the story proceeds. The dramatic turn would indicate that characters are not immune to environmental factors or that the environment is limited in its ability to amend any wrong caused by human negligence. In light of these principles, certain texts were included in this course: Yeats’s play *Cathleen ni Houlihan*, Joyce’s *Dubliners*, and Seamus Heaney’s poetry *North*. To illustrate how Google Earth was incorporated into literature teaching, the following discussion will use “Araby” in *Dubliners* as an example.

This course comprised three parts: lecture, assignments, and the Google Earth project; the first two would serve as steppingstones to the Google Earth project in the end of the semester. During the lecture phase, instead of doing a thorough survey for students, lecturers should “motivate students for reading and inquiry,” “activate or build the students’ prior knowledge or background information,” and “work to organize inquiry, set purposes and consolidate learning about the theme throughout the unit” (Beach et al. 121). In other words, motivation, background knowledge, and future direction of research were the purposes at this stage. In lectures, certain questions should be addressed to direct students’ attention not only to characterization and plots but also to literary geography and literary cartography of the text. Kenneth Burke’s “pentad” would serve as the basis of the question-asking strategy (Beach et al. 191).

1. Act: what happens
2. Agent: who performs the act
3. Scene: where the act occurs, the context or setting
4. Agency: the means or tools employed
5. Purpose: the motivation, reasons, or explanations for the action

(Beach et al. 191)

The four W’s (what, who, where, why) and one H (how) questions would be useful guidelines for students’ preview and in-class discussion.²

After students familiarized themselves with the story through these five

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1 Four stories are chosen out of this collection: “Araby,” “After the Race,” “Clay,” and “The Dead.”

2 In Burk’s pentad, the question of time (when) is not included, although it is usually connected to customs, festivities, or everyday life of a place. Therefore, it is suggested that lecturers draw students’ attention to the time of a story to enhance their understanding of the culture.
questions, focus would be on the link between the agent and the scene. Further questions would be asked about the tension or conflict between the place and character(s) and the change of the relationship between them. Take “Araby” for instance. The story begins with a view of the dull, bleak neighborhood.

North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brothers’ School set the boys free. An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground. The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces. (21)

With the guidance of the five questions, students should find it easy to reply that “Araby” is about a boy in Dublin who fancies a friend’s sister, tries to please her by getting something at a bazaar, but is finally disillusioned by the adult world. Next, I constructed the spatial layout of the street with the aid of Google Earth. Students would have basic knowledge that Dublin is divided into two parts by River Liffey. While the southern part is the thriving administrative and business centre, the northern part is a relatively poverty-stricken area for lower-middle class and laborers (Figure 1).

*Figure 1. North Richmond Street & River Liffey.*
With the map of Dublin in mind, students would locate the story at North Richmond Street, a street on the north side of Dublin. In this passage, structural signatures (“North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brothers’ School set the boys free”) and behavioral signatures (“An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground”) should also be identified.

The tension between the place and the character occurs when the boy’s unilateral love for Mangan’s sister contrasts with the mundane urban life around him.

Her image accompanied me even in places the most hostile to romance. . . . We [my aunt and I] walked through the flaring streets, jostled by drunken men and bargaining women, amid the curses of labourers, the shrill litanies of shop-boys who stood on guard by the barrels of pigs’ cheeks, the nasal chanting of street-singers, who sang a *come-all-you* about O’Donovan Rossa, or a ballad about the troubles in our native land. These noises converged in a single sensation of life for me: I imagined that I bore my chalice safely through a throng of foes. (22-23)

While occupied with the fantasy to Mangan’s sister, the boy finds himself passing through “the flaring streets,” “drunken men and bargaining women,” “labourers,” “shop-boys,” and “street-singers.” Apart from the romantic love in the boy’s mind, students might be asked to speculate where the market is. Through the search function of Google Earth, they could find out the most possible location the aunt and the boy go to. If the market stays, it is very likely that they do their shopping on Henry Street, since it is an area long dependent on commercial activities, and it only takes twenty minutes to walk to this area from North Richmond Street (Figure 2).
Finally, the boy makes his way to the bazaar, only a few minutes before it is closed. He stands in front of the hall in reverence and enters the building as if entering a church.

I found myself in a big hall girdled at half its height by a gallery. Nearly all the stalls were closed and the greater part of the hall was in darkness. I recognised a silence like that which pervades a church after a service. I walked into the centre of the bazaar timidly. (26)

According to Stephanie Rains, “Araby” is based on the actual Araby Bazaar held in 1892 (19). Her research also indicates that this bazaar took place at the Royal Dublin Society Showground on Merrion Road. It is no accident that the bazaar was held there in that the Royal Dublin Society was founded in 1731 to support “the broad economic and cultural development of Ireland.” Without Google Earth, students could hardly imagine why the boy would be so humble at the entrance of a bazaar even with the description “a big hall girdled at half its height by a gallery.” Nonetheless, as Figure 3 shows, the bazaar is held in a grandiose building with neoclassical façade. It is understandable that the boy feels timid when he stands alone at night in such a grand building.
The lecture established a foundation for students’ understanding of the text, but it also left some space for further cultivation in assignments. Assignments served as follow-up of the lecture and as preparation for the project. By encouraging students to reflect on those questions unanswered in the lecture, assignments simultaneously helped them prepare for the Google Earth project; that is, a video about a story’s setting and analysis of certain important passages. Assignments were in the form of discussion forum on E-Course, an interactive discussion board designed and adopted for teaching by the university. This form of assignment was close to “online discussions,” “dialogue-journal or blog writing” (Beach et al. 195-96, 208). The advantages of these assignments were that students felt more comfortable expressing their thoughts online and that they could share their opinions with peers (195, 208).

In case the discussion goes sporadic and shallow, it is reminded that lecturers pose specific questions and set clear guidelines to students (Beach et al. 196, 209). I adopted this strategy and divided the assignment into two parts: (1) pinpoint locations and (2) reflection and analysis. The first part was to pinpoint locations mentioned in a text on Google Earth, trace the route the character takes, or research into the history of these locations. After reading the world, students would continue to read the word. Hence the second part focused on the text, asking students to contemplate on the relationship between the character and his/ her surroundings or that between the

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**Figure 3.** Royal Dublin Society Showground.
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fictional and the factual world. Their commentaries could be reprocessed as voiceovers or descriptions of placemarks for the project video.

Engaging students further in the context and the text, assignments achieved three objectives categorized by Ronald Carter and Michael N. Long: the cultural model, the language model, and the personal growth model (2). According to Carter and Long, the cultural model has students “understand and appreciate cultures and ideologies different from their own in time and space” (2). The first part of the assignment, pinpoint locations, invited students to construct the spatial environment and to search for its concomitant culture, economy, or historical transformation. They could tell the culture of a place from its street layout, house styles, and spatial distribution of public buildings, such as churches and government architectures. The second part, reflection and analysis, fulfilled the objectives of the language and the personal growth model in that it allowed students to appreciate “the more subtle and varied creative uses of the language” (2) and to engage further with literature and enjoy it “beyond the classroom” (3).

Figure 4. The boy’s route in “Araby.”

In the assignment on “Araby,” I asked students to trace the route of the boy on Google Earth (Figure 4). Most of them could trace the route from North Richmond Street to Westland Row station, but they had difficulty locating the bazaar, which is not named or explained in the text. Therefore, in addition to following the character’s walk, lecturers could encourage students
to dig deeper into certain locations. They could either investigate into the history of a place or an event (i.e. the bazaar), or compare the physical world with the fictional one. For instance, from the close-up view of Google Earth, they would see that the street remains dead end, the house at the end is still a house of two stories, renamed as “Araby House” (Figure 5), and the Christian Brothers’ School stays where it was, but is reformed into Edmond Rice Centre (Figure 6). Students could also tell what “brown imperturbable faces” are like from a close shot at houses on the street (Figure 7).

![Figure 5. North Richmond Street.](image)

![Figure 6. Edmond Rice Centre.](image)
In the second part, I asked students to pick a passage from the text and analyze the relationship between the boy and his surroundings. The followings were some students’ responses.

In my opinion, this house was the symbol of Ireland. Musty, awful air, littered kitchen, waste room and barren garden also symbolized the corruption and darkness of Ireland’s society. (S1, Response 20121019; emphasis added)

In that dark room, he [his] senses become so keen. He can feel the feeble light and listen to the needle-like rain impinge down, and even listen clearly to his own heart. He takes the room as his own secret base since no one would go there and provides a private space for him. The dark image of this passage perhaps symbolizes the chaos within the boy. (S2, Response 20121019; emphasis added)

The writer renders dark and gloomy settings to create not only the atmosphere in the room but also the narrator’s mood. ‘Their (the narrator’s companions) cries (playing outside) reached me weakened and indistinct.’ He used to be one of his companions, it implies that now he only pays all his attention on everything about Mangan’s sister. (S3, Response 20121019; emphasis added)
The text said “the high cold empty gloomy rooms liberated me”. I think the atmosphere of the room temporarily released his impatience of waiting for his uncle. He saw his companions playing below in the street and their cries reached him weakened and indistinct. From here, the boy felt himself different from others. (S4, Response 20121020; emphasis added)

“The light was out” and “completely dark” were the description of the hall but they were also suitable for the boy’s mental situation. He turned to be depressed and had no more fantastic imagination of Araby and his blind love. (S5, Response 20121020; emphasis added)

S1 chose the passage that describes a house formerly inhabited by a priest; S2, S3, and S4 analyzed the passage about a room where the boy seeks refuge from his inner restlessness; and S5 focuses on the scene of the bazaar at the end of the story. What these responses had in common was that they began the analysis with close reading. Students paid attention to how the space is portrayed and how that portrayal creates the atmosphere of the story. It could be a musty kitchen, a waste room (S1), a “cold, empty, gloomy room” (S4), or the dark hall without light (S5). Next they indicated the relationship between the space and the character. The portrayal of the space is either a reflection of the character’s mind (S2, S3, S5) or a contrast to the character (S4). S1, in particular, saw the individual space as an epitome of the whole nation. Through close reading and in-depth writing, students’ “language competence” and “literary competence” would be enhanced (Carter and Long 5-6). Not only did they have to understand the literal meaning of a passage but they should also link the passage to the text as a whole or even to their own life experience.

III. Google Earth Project

Similar to assignments, the Google Earth Project consisted of two parts, spatial reading and textual reading. Spatial reading involved imagery and information of the story’s setting; textual reading included summary of and

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3 Carter and Long make a distinction between “language competence” and “literary competence.” The former refers to the language barrier that second language learners often face. The latter refers to the ability with which learners could “identify and identify with the experiences, thoughts and situations depicted in the text” (5-6).
commentary on the story. As “Reading Ireland” was a literature-centered course, the project would focus on textual reading supplemented with the visual aids of Google Earth. Nonetheless, with a slight change of focus, the project could be modified into a virtual tour guide, which then will serve the needs of tourism or business. In this project, every group of four students would choose a text, write up the outline and the script, and integrate materials collected in assignments into the video. The video should be between five to ten minutes, and it would be presented in the last class of this course.

Students’ project at the end of the course was a product of synthesis (Bloom 162). It incorporated not only materials taught in class but also students’ “creative behavior,” such as their unique reflection and independent thinking (162). Through the synthetic work, students enhanced the skill of “communication” and the ability to execute “a plan, or proposed set of operations” (169). They learned how to approach a literary work from a geographical perspective and to display their reading to other readers through the medium of Google Earth.

Since Google Earth plays a critical role in the project, it is worthwhile to highlight a few functions in this software that are particularly helpful for the project. What distinguishes Google Earth from the conventional media of photos and video clips is that it is interactive and three-dimensional, allowing users to search for any location, adjust the viewing angle, orbit around a specific location, and zoom in or zoom out to have a close-up or bird’s eye view. Moreover, different “Data layers,” such as National Geographic Data, 3D buildings, street view, roads, or borders, can be selected and added to the view for specific purposes. In addition to these general features, certain functions also help to execute the project.  

1. Street View

Similar to Google Map, but with better efficiency and High Definition imagery, Street View takes users from the air to ground level to have a closer view of the street (Figure 5). While bird’s eye view offers a macroscopic perspective, ground-level view is microscopic, allowing students to observe the environment and to imagine the life there. More indulged in the setting of

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4 For tutorials, please refer to Google Earth website: http://www.google.co.uk/intl/en_u_k/earth/learn/beginner.html.
the story, students would appreciate the author’s artistic portrait, understand characters’ reaction to the environment, or even detect the transformation the place has gone through.

2. Navigation

Navigation is a device with which users control the angle and distance of their view. Users can zoom in or zoom out by using the Slider at the bottom of the controls. The Move joystick with a hand icon will have users move around horizontally to different locations. The Look joystick at the top allows users to look up and down, left and right from a specific location; the north button around the ring encircling the Look joystick, on the other hand, rotates the view (Figure 8). Navigation allows for multiple perspectives, so that students have a thorough view of the setting of the story and know more about its relative location and neighborhoods.

3. Placemarks and Tours

Placemarks and tours are the key to students’ projects. Students can create a sequence of Placemarks by labeling locations that they have pinpointed in their assignments (Figure 9). The information that they have researched on these places should also be added to descriptions of Placemarks, which will appear in a window whenever Placemarks are clicked. After creating Placemarks, students then need to create an animated tour by flying through each of these places and recording voiceovers which include their introduction to the places and commentary on the story. Through the
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two features, students will illustrate how much research they have done and how they interpret the text and reproduce their comments in a presentable way.

Figure 9. Placemarks.

4. Network Links

After all locations are labeled as Placemarks, students could add Network Links to descriptions if they want to refer to any website. In other words, Google Earth is used as a browser, providing any extra information that students find from the internet.

IV. Expected Difficulties and Limitations

1. Factual or Fictional?

One premise behind the integration of literature and Google Earth is that the fictional representation corresponds with the physical world, but it is usually not the case with literature. As Eric Bulson contends, “Spatial representations in novels are ideological, they are influenced by the culture, history, economy, and politics of a particular time and place” (11). On the other hand, if literature is the author’s subjective representation, is mapping literature with Google Earth an attempt to do a realistic reading of the text? Will students’ imagination, from which the fun of reading and literary analysis derives, be replaced by visual images? In other words, would mapping literature exclude other possibilities of interpretation? Indeed, the course
“Reading Ireland” will be restricted if it insists on a correspondence between the factual and the fictional. Nonetheless, it can simultaneously be liberating if the course focuses on their discrepancy instead. The gap between the text and the map should be underscored to serve as the starting point of discussion in class. Students are encouraged to compare and contrast the factual world with the author’s words, and to speculate the reason behind the gap and the effect it has caused on the text.

Take the first paragraph of “Araby” for example. The image of Google Earth may be able to explain the physical features of North Richmond Street, but it cannot explain why Joyce repeats the word “blind” twice, why the boys are set free by the school, or why the buildings are more alive than their residents. In class discussion, some student suggested that the portrayal of the street epitomized the adversity of Ireland at the turn of the century, another suggested that while it is dead end for the nation as well as for the street, its inhabitants were blind to their predicament, and the other inferred that “blind” implies the boy’s blindness to his unilateral love. Whatever their interpretations, they were aware that word choice, figures of speech, or narration implies the author’s attitude toward the space.

2. Present or Past?

Although Google Earth offers Historical Imagery, most images are not earlier than 2000. Therefore, there might be doubt as to whether what we see in Google Earth is close to what the author saw at his/her time. Indisputably, the landscape or cityscape in Google Earth is relatively modern with newer buildings, wider streets, or more extended tramlines. The database of Historical Imagery still needs to be expanded. However, in Ireland, where public buildings and main streets do not go through dramatic transformation such as demolition or redesign of street layout even after the turbulent period, we still can detect in Google Earth the basic appearance of a place the author portrayed. The software remains a valuable source of geographic imagery.

3. Technical Problems

It is expected that students of English will be inexperienced when faced with Google Earth for the first time. To improve students’ technical skills and give them ideas of how Google Earth can be integrated with literature,
lecturers should introduce basic functions and sample video clips at the beginning of the course. Related on-line sources such as Google Earth Tutorials can also be provided. Given the younger generation’s quick learning and adaptability to new technology, it should not be too hard for them to overcome this technical problem.

Another problem with Google Earth is that its free version only allows users to save and view the video clip in KMZ file instead of other common video formats, such as FLV, MP4, or MP3. This problem will cause difficulties in transmitting, sharing, or publicizing their works. In addition, KMZ files sent through internet cannot be downloaded and replayed with the same quality in another computer as it was originally produced. Due to the limited budget at university, the most feasible way, although not the best, is to share the KMZ file via e-mail and demonstrate it in class. In case the quality is degraded, lecturers could ask students to provide their script and explain their work after demonstration.

Apart from the inept skills in technology, students may have problems locating some places that have been transformed and renamed, such as Christian Brothers’ School and the bazaar in “Araby.” To solve this problem, students are encouraged to research into these places and pinpoint their exact locations. Lecturers should also provide some clues when it comes to places about which little is mentioned in the text (e.g. the bazaar in “Araby”). Students’ efforts and lecturers’ help combined, it is expected that the project will be successfully accomplished.

V. Conclusion

Teaching Irish literature with the implement of Google Earth is an attempt to spatialize and visualize the text so as to bridge the gap between the fictional and the real world. Aside from familiarizing students with the text and its context, this interdisciplinary curriculum illustrates how knowledge of literature can be integrated with other media and disciplines for a specific purpose. Centering on literary interpretation, the Google Earth Project offers a virtual tour into the story for other readers. In another direction, the Project could guide tourists to the real world where the story is set, added with the flavor of literary imagination. Although there might be some difficulties in practice, it is still rewarding for lecturers and students to combine literature with geography in this course.
Works Cited


Challenges and Opportunities for Translators in a Glocalized Society in Taiwan

Su-yi Huang

Introduction

The use of computer-aided translation (hereafter referred to as CAT) tools has become a routine for translators who are responsible for translating digital and online documents. Actually, CAT tools have been in existence for roughly three decades.¹ They have been a must for translators in the localization and globalization of technical documents, users’ manuals, and so on. However, scant attention has been paid to the role CAT tools can play in the translation industry in Taiwan.

A big gap exists between the prosperous development and the powerful functions of such tools on the one hand, and the relatively neglect or even ignorance of the role such tools can play in translation practices in Taiwan on the other hand. Such negligence derives partly from not keeping abreast with the latest developments in the field, and partly from upright denial by translation teachers/professionals of the role CAT tools can play in their professional practice. Many of them mistake computer-aided translation for machine translation. They still nurture the outdated impression of the ugly translations produced by pioneering machine translation software. In fact, the former is computer-aided human translation while the latter is translation done totally by machines.

With the rapid development in information technology, CAT tools can provide tremendous support in terms of translation memory, terminology development, project management, translation quality assurance, and so on. The handy help of these CAT tools can promote turnout speed and quality consistency of translation projects. They are more cost- and time-efficient than is the case in a traditional translation environment. In the current globalized/localized (or glocalized) world, a bulk of digital files and webpages

¹ The first CAT tool developed by a U.S.-based company Alpnet was debuted in the mid-80s (Cocci, 2010).
need to be translated, which often contain repetitive sections. These documents need to be translated by translation teams under impending time constraint. In contrast to this scenario, the traditional translation education in Taiwan still focuses on the building of linguistic and socio-cultural abilities of translators.

The paradigm shift derived from the introduction of CAT tools has been unduly ignored in Taiwan, which has inevitably led to translators’ total negligence of the differences in social and industry cultures, buildup and maintenance of industry-specific terminology, recycling of existing translation results, analysis of data regarding files in a translation project, quotation procedures in a translation project, and quality assurance of translation results, to name just a few. This paper aims to summarize the recent developments of CAT tools and the cloud tools to highlight the impending need for general computer literacy among translators, and the mastery of CAT tools in specific. It is hoped that after thorough discussion in these aspects, we can examine the challenges in the existing translation industry, and pinpoint future opportunities for those endowed with related capacities.

The main purpose of this paper is five-fold: (a) summarize some main findings in the field of localization industry, (b) showcase key features of CAT tools, (c) report trainees’ reflections on applying their CAT knowledge in actual internship in a leading localization company in Taiwan, (d) analyze opinions of two senior managers after mentoring trainees to immerse in their company, and (e) provide preliminary suggestions for future translation education in Taiwan to apply technology in the classroom setting.

Even though the earliest CAT tool was launched in the mid-80s, few departments or graduate programs in Taiwan offer instructions in this field up to the present time. This is still true for programs/departments which specialize in training potential translators. In contrast, leading countries have put great efforts in this aspect. Take Peiking University of PRC as an example. It started to offer a graduate program (called School of Software and Microelectronics) in 2006 with CAT training as the focus of the module. In view of the fact that the fast expanding localization industry in Taiwan is in urgent need of talents with basic command of CAT tools, and the lack of educational institutions offering courses of this kind, this paper hopes to fill this important niche in translation education, and to bridge the gap between the academic training and the industry needs.
In this paper, we use a leading CAT tool (TRADOS) to demonstrate the shift of focus in a glocalized modern world. A main reason for using TRADOS is that it has the largest market share in the use of CAT tool worldwide, accounting for roughly 80% of all the existing CAT tools available now. A second reason is that, even though many CAT tools offer similar functions in terms of translation memory, terminology management, project management, or even translation quality assurance, TRADOS is among the few that incorporate all these functions in one application.

We aim to call attention to the need of CAT tools in a glocalized world. However, examples from the localization industry will be elaborated here due to the following reasons. First, in the context of internationalization, companies that want to sell their products worldwide should have global buyers in mind when preparing their files. The original language for technical documents will mainly be in English. Consequently, translating such documents from English to local languages will be a big market for current translators. Secondly, translators of technical documents or webpages need only relatively approachable language proficiency levels, compared with people translating English news or literary works. Furthermore, other skills and competencies are required, such as basic command of CAT tools, computer literacy, and cultural awareness that might result in failure to sell products. Even though examples cited here are mainly from the localization industry, many of the concepts mentioned in this paper can also be applied to the globalization industry as well.

**Literature Review**

With the long history of CAT tools up to the present time, scant attention has been paid to CAT tools and the role they can play in the language service industry both at home and abroad. Among the existing publications, some scholars provided general introduction or overview of CAT tools (e.g., Nogueira, 2002; Philipp, 2009; Ulitkin, 2011). The overall comment has been that the theory and practice of translation memory, terminology management, and quality assurance have been among the main functions that modern translators need to be familiar with.

Another approach to CAT studies centers on the technical approach (of tool design) or user’s manual (e.g., TRADOS 2011). Free CAT tools are discussed, and a paid tool (e.g., TRADOS) is used and elaborated. On top of
this, other technical aspects, such as translation productivity, quality assurance, and hands-on operations, are the main concerns of another scholar/translator (Vallianatou, 2005). Déjà vu, TRADOS, and custom-made CAT tools are used to evaluate the productivity of such tools. Findings show positive results to highlight the compelling trend of the use of CAT tools in the existing translation industry.

Small is the number of scholars who examine the role CAT tools can play in the Chinese translation society. Yet, more and more young scholars are examining different aspects of CAT tools. Qian (2005), for one, investigated the degree of accuracy in Chinese-English pharmacological translation using a computer-aided approach. Chung (2004), for another, examined the impact of TM in the buyer-supplier relationship in Taiwan’s localization industry.

A good summary of the functions of electronic tools for translators in the 21st century was provided by Sanchez (2006). In addition to translation memory and terminology management, other electronic tools for Word processor/ASPELL (spell checker), and word count (CAT count, and ANYCount) were also discussed. Sanchez argued that the following functions can help translators in the new era, including: (a) word processors; (b) electronic dictionaries and encyclopedias; (c) tools for the internet (browsers, blogs, etc.); (d) image editors; (e) CAT tools (translation memory system, terminology tools, web localization tools, software localization tools, subtitling tools, machine translation systems); (f) PDF tools; and (g) desktop publishing tools, proof-reading tools, and tools for freelance translators (billing software, internet fax services, and other software packages). Sanchez provided a good summary of why computer literacy has become part of the essential training for translators in the modern world. He emphasized that translating digital files of various file formats have been a routine for translators nowadays. Moreover, another branch of research is the sharing of personal experience in applying CAT tools while doing translation projects (e.g., Kenny, 1999).

In summary, scant attention is paid to CAT tools and the role they play in language service industry in Taiwan. In most cases, the academia used to play the leading role in introducing new knowledge and tools. However, the current situation turns out to be that translation professionals contribute their thoughts and tips through online forums and publications. Contrarily, in the current situation, few pedagogical implications or translator training
reflections were available in the academic world, still less is available here in Taiwan. Roughly dozens of articles related to CAT research have been located, with relatively few scholars in the field. Among them, some of the papers examine CAT tools related to languages other than English (e.g., German, Spanish, etc.). In this context, we can see the significance of summarizing key features of CAT tools now.

**Key Features of CAT Tools**

The latest development in CAT tools has incorporated many existing functions into one tool. Take TRADOS as an example, the 2011 version provides the following functions in one go: (a) Translation Memory, (b) Terminology management, (c) Project management, (d) Quality control, (e) Advanced features to facilitate review process, and (f) Ways to integrate TRADOS with existing word-processing and DTP tools.

Take the function of Translation Memory (or TM) as an example. Translation units (or TUs) can be saved to the TM in the process of translating. After creating a new TM, translators can save the translated language pairs to the TM for future use. If similar or identical segments are found in follow-up sections of the article or other documents in a translation project, translators can apply the TUs directly, or apply with minor modifications to fragments that are similar to those found in the TM. This can ensure the consistency of translation results as well as enhance time- and cost-efficiency of a translation document (see Figure 1).

In addition to expanding the contents of a TM through saving TUs while translating, users can also make use of aligner tools to recycle previously

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2 Among the relatively few articles related to different aspects of CAT studies, please refer to findings by 陳欣蓉 (2009), Shih (2003, 2004a, 2004b, 2005, 2006a, 2006b), Huang (2011, 2012a, 2012b), and Huang and Chang (2011).
translated files. So long as source and target files are available, translators can verify the correctness of previously translated segments and expand the TM in one go. What follows is an example of verifying the translated units using the WinAlign function (in TRADOS), which can be saved in a .tmx file to be imported to the main translation memory or a project TM (see Figure 2). Other free aligners are also available online, for example, bitext2tmx. Experienced translators can recycle existing data, and make the best use of CAT tools in their follow-up translation tasks. The left hand side of the screen shows the source segment while the right hand side, the target one. If the language pairs are verified, the TUs (with matching source and target segments) can be exported from the alignment, and then imported to the TM.

![Figure 2. Alignment tool to help verify translated segments.](image)

After importing the TUs to the TM, or updating the TM after translating segments (line by line) in a document, the TUs can be accessed in follow-up translations. What follows is a screenshot of the contents of a TM (see Figure 3). While translating sentences/segments in a file, users can apply identical segments directly. Those with fuzzy matches can be applied with minor changes, with the tool highlighting the different parts for translators to identify sections that need further modification. Such a function is useful for documents with repetitive contents (e.g., technical documents), or for the newer versions of user’s manuals which have terms or segments that are repeated in both the new and the old versions.
Besides TM management, terminology management is also a key feature for CAT tools. Typical functions include source & target terms, and some descriptive fields such as definition, part of speech, note, type, status, etc. In the latest version, features such as illustration, picture, text, hyperlink and even video can be included in a term entry. Users can key in terms one by one, or prepare a term list using spreadsheets (e.g., Excel file), convert the file, and load it into the termbase with a click. The converted term list can be used in line with the TM while translating. This function not only speeds up the process of applying terms, but also helps ensure the consistency of terms in a translated document (see Figures 4 and 5).
Next, project management is another aspect worth mentioning. In a glocalized world, current translation tasks are often completed by project teams. Consequently, project management becomes an indigenous part of a translation process. Task sequences can be customized by translators or project managers to prepare the project for project managers, in-house translators, or free-lancers to communicate with the team via the internet or a server. For example, the project management function in TRADOS (2011) can facilitate the process of project preparation, including preparing files to translate, doing the word count via analyzing files, and so on. They can smooth the management of a project as well as provide functions to facilitate quoting process in a translation project (see Figure 6).

**Preparing…**

![Figure 6. Project preparation in TRADOS.](image)

After the preparation process, we can know from the derived report the percentage of segments that are exact match, fuzzy match, or no match to items in the TM. Thus, it is easy for freelancers to provide a quotation chart to their client using reports data from the project preparation process. This can be done through TRADOS as well as with free software such as CAT Count.

What follows is the screenshot of CAT Count, a free quotation tool. We can see that the number of translated words, repetitions, exact matches, and fuzzy matches can be calculated after the TM and source files are identified. Clients need to pay different rates for the different categories mentioned above (see Figure 7).
Moreover, quality assurance functions can be performed using the QA Checker 3.0 in TRADOS (2011). It features settings for segments verification, segments to exclude, inconsistencies, punctuation, numbers, word list, regular expressions, trademark check, length verification, and Q.A. Checker profiles. For segment verification, it includes “Check for forgotten & empty translation,” and “compare the length of source & target segments.” Other functions include “checking segments to exclude,” “checking numbers,” “regular expressions,” “trademark,” and “length verification” (see Figure 8).

Figure 7. Categories of word counts & rates of payment.

Figure 8. Functionalities of Q.A. Checker 3.0 (TRADOS, 2011).
Individual functions of these CAT tools can help smooth the process of project management and translation per se. Thus, concerted efforts of translation using features such as TM, termbase, autosuggest dictionary, concordance search, and quality assurance, etc. in TRADOS demonstrate the supporting roles such tools can play in a translation task. The upper left hand side of Figure 9 is where search results from a TM are located. On the right hand side is the term recognition window. At the bottom of the screen is where translating, reviewing and editing are conducted. In addition, embedded in the software are functions for quality assurance, project management, etc. (see Figure 9).

Translating with TM & Termbase

Another QA Tool

For translation quality assurance, many CAT tools are available. Besides the QA 3.0 in TRADOS, one widely used free QA tool is called ApSIC Xbench (http://www.apsic.com/en/downloads.aspx). It features QA functions such as (a) basic (Untranslated Segments; Inconsistency in Source; inconsistency in Target; or Target same as Source); (b) content (Tag Mismatch; Numeric Mismatch; Double Blank); (c) linguistic (Key Term Mismatch; Project Checklist; Personal Checklist); and (d) spellcheck. Mechanical errors can be easily identified, and the QA report will illustrate the type of errors and direct the path to the error per se. This can speed up the process of eliminating mechanical errors, thus lessening the proof-reading burden of translators reviewers. In other words, we need to know what QA functions CAT tools can provide so as to make the best use of such tools in a translation task. Nonetheless, mistranslation, grammatical errors and the like still need
manual labor. The functionality and sample screenshots are as follows (see Figures 10 and 11):

![Figure 10. Functionality of ApSIC Xbench.](image)

![Figure 11. QA report.](image)

**Methodology**

**Subject**

This study aims to examine the feedbacks from trainees, employers/senior managers, and teacher/trainer regarding the challenges and opportunities for translators in the present digital age. Five junior students from a University of Science & Technology in northern Taiwan were interviewed for their internship experience in a localization company. These students have received one-semester training in terms of the use of CAT tools during the period spanning Sep.-Dec., 2009-2011. After the on-campus
training, these five students served as trainees in a localization company in Taipei in different periods in the three-year span.

Views from two supervisors from the localization company were surveyed. The former (Coded as A) is the general manager of the company, with over 20 years of experience in the field. He also served as a co-teacher during a six-week team teaching program for one semester at the above-mentioned university. The latter (Coded as B) is a senior project manager who supervised the five trainees. The same project manager has experience in the localization industry of about 15 years, and has twice joined a six-week team teaching program in the second and third years of this study.

**Procedure**

The five interns received four months of training regarding the functions and features of CAT tools, and practice using TRADOS while completing their translation assignment. During the same period, all the trainees have attended the team-teaching classes before the internship. They were interviewed twice during the internship. One is roughly two months after joining the company, and the other time at the end of the internship. Responses were collected and reported in the Results section of this paper.

In addition, the teacher/trainer’s observation of the students’ in-class behavior was also recorded. The teacher has 26 years’ experience in teaching English as a foreign language, and has a total of 8 1/2 years of experience in English-Chinese, Chinese-English translation field. With over 5 years of experience in using TRADOS as a translation environment, and 11 TRADOS certificates (from versions 2007, 2009 to 2011), the teacher is well versed in the functionalities of the latest developments in CAT tools, especially TRADOS.

**Material**

The tools used in this study include TRADOS (2011), Word Count, and ApSiC XBench. TRADOS (2011) was used mainly to demonstrate some of the key functions that are widely available in the existing CAT tools worldwide. It is used due to the fact that it is one of the leading CAT tools, with a market share of about 80% worldwide. Two other CAT tools used in this paper are Word Count and Apsic XBench. They are used to give a glimpse of the supporting roles that plenty of freeware are easily available to support
translators. The former is a good example to facilitate quotation process and the latter provides quality assurance functions similar to those embedded in TRADOS.

In addition to CAT tools, in-depth surveys were conducted to interview 5 trainees, 2 industry leaders, and 1 translation teacher to investigate the opportunities and challenges they observe in the process of using CAT tools. This qualitative study is conducted to report first-hand experience in coping with the challenges they face after getting to know and putting to use the existing CAT tools in their actual practice of receiving/giving CAT tool training. Their opinions regarding the follow-up use of CAT tools in the subsequent translation projects are also reported.

Results and Discussion

Challenges and Opportunities for Translators

Before we proceed, we need to take a look at the process and workflow of the latest version of a CAT tool (TRADOS, 2011) as an example to demonstrate the complicated steps involved. This could highlight the significance of the shift of paradigm in the training of potential translators (see Figure 12).

*Figure 12. Workflow of a translation project in TRADOS.*
From the flowchart, we can see that six phases are involved in a translation project starting from preparing a source document to delivering the target document to a client. They are: (a) File preparation, (b) Project creation, (c) Project preparation, (d) Translation, (e) Quality assurance, and (f) Project closure.

In processing the translation project, functions of CAT tools all come to play simultaneously, including TM, termbases, project management tools, quality assurance features, and related dictionaries (in the present case, AutoSuggest Dictionary for TRADOS 2011). In contrast, the traditional translation training focuses mainly on the second phase of the translation process.

Moreover, in his unpublished textbook “CAT & L10N,” Fang-Jiang (2011) upheld that four categories of skills were required for potential translators in the localization industry. They are: (a) computer competency; (b) language proficiency; (c) project management skills and; (d) communication skills. Among these four categories of skills, the second type of skill (e.g., language proficiency) has been the main concern of traditional translation training so far.

The impending challenges mentioned by the two industry leaders are: computer literacy, language skills, project management skills, communication skills, and the latest developments of machine translation technology.

In terms of computer literacy, basic command of advanced functions of general computer applications such as Word & Excel is a must (to facilitate project management & quotation). Cloud tools for data management (e.g., Dropbox), and mastery of CAT tools are among the top priorities for translators nowadays.

A second aspect is about language skills and socio-cultural taboos in the localization industry. Special emphasis should be placed on avoiding mistranslation, and cultural misunderstanding that could prove costly if such problems should show up. After that, communication skills such as e-mail correspondence cannot be over-emphasized. Next, the process of translation project management should be introduced and highlighted. Aspects such as Word Count, Quotation, Quality assurance, tracing of project status, etc.

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3 CAT stands for computer-aided translation, while L10N stands for localization. The unpublished textbook highlights the role that CAT tools can play in the localization industry.
should be part of a translation class.

Finally, with the bulk of online resources awaiting translation, both machine translation and CAT tools have different roles to play in the current translation market. The new trend in machine translation and how it works hand in hand with CAT tools should be examined. Both managers mentioned that to get the general gist, machine translation can play a role. After locating potential documents/paragraphs to translate, users can make use of relevant CAT tools to ensure the translated product is specific and accurate in accordance with the requirements of the particular industry.

Opportunities

As to the opportunities mentioned by industry leaders, several points are identified. First of all, more and more industry-specific documents need to be translated, including user’s manual, webpage, technical document, and online help, etc. In addition, government documents such as White Paper and Annual Report, which often have contents similar to their previous versions, are ideal documents which users can expedite their translation process and enhance their cost- and time-efficiency if CAT tools are applied.

Furthermore, documents citizens need to read (e.g., grant application form for the Heart Disease Association) are also potential job openings for future translators. In the U.S., all required documents need to be translated to a particular language when the population of an ethnic group reaches a certain level, say, 5% of the total population. An increasing market shows up in the online helps of websites, which provide the latest information in the IT industry. This is especially true in this new era when people are spending more and more time online.

A third category that attracts translators working as a team is best-selling books, which need to hit the market as soon as possible. Consequently, hiring teams using CAT tools to ensure consistency in translation contents and terminology provides more job openings for translators now. Such vacancies are beyond the reach of traditional translators, who won’t be able to compete in terms of speed and quality consistency without the help of CAT tools.

A fourth category of new opportunities for CAT-literate translators concerns products or documents in rising industries, e.g., game industry. For example, the script of a game, poster, user’s manual, on-screen game instruction, and game documents, etc. all need to be localized to meet the
needs of each particular market. These documents can be better handled with the help of CAT tools. Other industries can apply similar concepts to cope with problems arisen from project management, terminology management, maintenance of translation memory, and quality assurance.

**Internship and Student Feedbacks**

Before providing complete CAT training to the students, the teacher tried to acquire basic knowledge and skills related to the use of TRADOS. In addition to training provided by the CAT agent, classroom applications were carried out to familiarize the teacher and students alike with basic functions of CAT tools. Team-teaching is carried out to understand (a) the overview of CAT tools; (b) history of the development of CAT tools, and future directions; (c) main features of the latest CAT tools; (d) compilation of industry-specific terms; and (e) CAT certification training, etc. These are steps the teacher took to put theory into practice. They can lay a good foundation to equip the students with basic command of CAT tools. Actually, industry leaders have time and again suggested the acquisition of such skills should be part of the job requirements for prospective translators in their industry.

After team-teaching, a total of five students were sent to a localization company in Taiwan during the three straight years. Even though there were individual differences, common responses exist. What follows is a summary of the trainees’ responses.

In terms of strengths they have, there are four items mentioned. First of all, the trainees mentioned that existing training is useful. The aspects mentioned included basic translation skills, CAT tool training (e.g., TRADOS), project management, and handling of projects (e.g., filling out quotation form, quality assurance tools & skills). A second point emphasizes the importance of orientation in the company, including work procedure, office do’s and don’ts, use of style guide, background knowledge for different industries (e.g., English for Computing, etc.), use of cloud tools, data collection, and information reading skills. These are the aspects mentioned by the trainees in supporting their smooth adaptation to the job market. A third point is that previous training in translating different genres in their translation class (especially documents in computer/telecommunications industry) proved to equip them with the capacity to survive in the job market. Finally, workplace ethics, such as preparing termbase beforehand and checking corrected
translations line by line, can guarantee the delivery of the best translation quality available (Huang & Chang, 2011).

As to the weaknesses mentioned by the trainees, eight points were specified. First of all, they argued that written English communication skills need to be acquired, especially e-mail correspondence skills. They are required to track the progress of a translation project. Secondly, the ability to use cloud tools, and other online tools can facilitate quality assurance, word count, etc. A third point is about ways to approach different genres. For example, articles from game design, hospital online brochures, and user’s manuals vary a lot. In other words, students emphasized the importance of having more practice in translating documents of different genres.

The fourth point centers on the skills to analyze complex/compound sentences. Next is about knowledge of cross-cultural communication (C. W. Ke & B. H. Lin, personal communication, November 8, 2009). Item six emphasizes the importance of knowing the gap between school and workplace. Item seven is the need to acquire industry-specific knowledge. Finally, the need to take the initiative to ask questions to know the whole project management procedure is also identified (C. M. Yang, personal communication, September 20, 2011).

Feedbacks from Industry Leaders

Two leaders, a general manager and a senior project manager, joined our study. Both of them have well over 15 years’ experience in the localization industry in Taiwan. During the past three years, both of them joined our team teaching practice. A six-week program was provided to students at LHU to provide them with basic concepts about the localization industry, the use of CAT tools and cloud tools that translators need to master. These are some of the on-the-job requirements for prospective translators in the field. After the on-campus training, both industry leaders serve as mentors for the five selected trainees who work in their company for four months respectively. During the period, one manager supervises the interns, while the general manager provides suggestions and administrative support. These two managers were interviewed twice in the four-month internship, during the internship period, and at the end of the internship. The main concerns of the in-depth interviews are: (a) whether the in-class training provides enough support for the trainees to fulfill their job requirements, (b) the problems that
the trainees have while working there, and (c) the challenges and opportunities of the localization industry now and in the future.

After the three-year longitudinal study, feedbacks from these two industry leaders were summarized. The two industry leaders proposed that seven aspects are worthy of mentioning.

First of all, attitude is very important. The willingness to learn new knowledge and new tools are essential in that the industry climate changes quickly. The willingness to learn, and the ability to have self-study are required. Next, to keep abreast with the latest development in the field, the habit of doing intensive and extensive reading is recommended so that background knowledge in the form of translation theory, practice, and CAT tools can be acquired.

Thirdly, basic command of industry-specific background knowledge for novice translators is required while in-depth knowledge in each specific field is needed for senior translators. Fourthly, since the domain knowledge of every industry varies greatly, the habit of taking the initiative to ask questions of one’s peers, supervisors, or clients can smooth the way to translate documents from different industries.

In addition, keeping the habit of learning the domain knowledge of a specific industry either before or during translation is strongly recommended. After that, cooperativeness accounts for the willingness and the ability to work in a team. This is important now that many translation projects are carried out as a team under tremendous time constraint. Next, imitating translation style by learning from peers and reading the style guide of each company are also useful for novice translators to immerse in each translation project. Namely, the concept of learning by doing can apply to this case.

After that, carefulness is required before delivering a translated file/project to the clients. Namely, double checking is the finishing touch to ensure the translation quality in the final stage of a translation task. Finally, mistranslations of one kind or another usually derive from linguistic mismatch, lack of domain knowledge, or cultural misunderstanding. It suggested that translation teachers could play a role to teach students ways to better prepare themselves to avoid mistakes of this kind. Thus, awareness raising and learning ways to address such problems are important for future translation training.
Observations by the Teacher

Classroom observations during the three-year period concluded that with widespread internet connection and mobile communications devices, students nowadays tend to be more and more computer versatile. In the first year of TRADOS training (e.g., 2009), the teacher had to explain, showcase, demonstrate and review the concepts and steps for the functionalities of TRADOS. In the third year (2011), however, there were more and more students who could easily follow instructions in a PowerPoint file, or in user’s manual, and mastered the use of such a CAT tool on their own.

Consistent throughout the three years are difficulties students faced in translating industry-specific documents, in analyzing sentences with compound/complex sentences, and in translating documents of different genres. After learning about the successful internship experiences of their upper-classmates, more and more students show their interest in joining the localization industry. With high motivation on the side of the students, the willingness to learn and practice CAT tools has shown tremendous improvements during the three-year period.

Pedagogical Implications

In addition to traditional translation training, which features linguistic & cultural perspectives, other aspects of translator training need to be addressed in the current society. Teachers and students alike need to know the functions and support of CAT tools. They also need to be aware of the fact that project management is an emerging trend, and prospective translators need to know the process of a translation project, documents to fill out such as quotation sheets, Q A report, as well as ways to conduct on-the job correspondence among peers, clients, and the project manager, etc. Actually, on the job correspondence (e.g., e-mail correspondence) is an important skill that learners need to master, yet, which is seldom being considered in the existing translation textbooks. Hence, by conducting genre analysis of e-mail correspondence, teachers could help novice learners know the basic framework and patterns of their daily routines in the translation industry. A note of caution is that, CAT tools are very helpful in handling documents with repetitive contents, and online documents that needs desktop publishing functions. In contrast, literary works or news reports that are less repetitive in content are not as useful at least in terms of the recycling of translation units.
Conclusions

Computer-aided translation is human-based translation, and CAT tools can provide handy, useful support. Many latest developments can reduce manual labor while increasing cost- and time-efficiency. Meanwhile, teamwork is an inevitable trend, and project management is a basic requirement for translators in the future. In the current context, there are increasing demands to translate different formats of files. In this context, the use of CAT tools can save the time and money needed for desktop publishing requirements by applying the one-stop function of saving the file in the generic format in the target language. In short, globalization and localization industries are not fledgling industries, yet few language teachers in Taiwan pay attention to the use of CAT tools. Still less teach how to use them. The result is that students don’t have the chance to know the potential and functions of such tools to help them work more efficiently. It is widely accepted in developed countries that basic knowledge of CAT tools is a must for translators nowadays. Even though there is a trend that more and more companies are creating their own in-house CAT tools, yet the basic concepts are pretty similar. The use of CAT tools can save the time and money needed for desktop publishing requirements by applying the one-stop function of saving the file in the generic format in the target language. In short, the use of CAT tools is a basic skill that translators in the modern world need to master and teachers need to introduce the pros and cons of such tools to give students the chance to make the best use of such tools in their translation tasks.
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「西洋文學概論」多元教學法：以〈伊底帕司王〉為例

蔡美玉

前言：從「教」到「學」

「西洋文學概論」的教法可以更活潑有趣嗎？除了由老師在台上講解，學生在台下扮演聽者的傳統式教法外，課程設計能否更多元？如何讓學生感受「文學」與自己的生活息息相關？更重要的是，大學教授是否也應涉獵「教學理論」，以檢驗自己的教學原理？什麼是有效的教學方式？幾年來，我常常思索上述問題，也試圖將作品、人生、生活與教學融入「西洋文學概論」為一體。

在台灣各大學的外/英文系裡，「西洋文學概論」這堂課是所有大一新生第一次接觸到所謂的「外國文學」。這堂課因此被賦予引領外/英文系學生走入西洋文學殿堂的使命。除了「西洋文學概論」這門課外，有些大學也同時開設「文學導讀」，激發學生對文學產生興趣及幫助學生了解文學的結構與文學之美。在無開設「文學導讀」的大學裡，「西洋文學概論」除了介紹西洋文學的流變外，更同時擔負引領學生對文學產生興趣的重責大任。然而，如此重要的課程在各大學裡都是大班授課，大班授課意味著「西洋文學概論」這門課應該是由教師講述，學生以聽的方式學習文學。然而，時代不斷改變，由教師單方面「講述」此類以教師中心為主的傳統教學型態已不敷需求，教育理論也證明教師單方面「講述」此類以教師中心為主的傳統教學型態已不敷需求，教育理論也證明教師單方面「講述」的教學方式，易養成學生只是被動的，靜默式的聽、看習慣，不僅學習成效往往不甚理想，也易使學生失去興趣和注意力。因此，多年前在我教授「西洋文學概論」這門課時，就決定不以講述的教學方式，而以提問的方式介紹西洋文學，因為在網絡資訊發達，知識爆炸的時代，教師的角色不再是知識的灌輸者，而是引導者。因此，教學原理也應該從以往教師如何教導知識，轉而將重心放在教師如何引導學生學習。

讓學生主動樂於學習才是教學的最終目的，因此教師必需將提升學生學習意願的方法列入課程設計。今年（2012）暑假當我在規劃「西洋文學概論」的教學大綱前，先花了一個月的時間閱讀「文學教學理論」、「有效之教學方式」等相關之教學理論，確立教學大綱與課程學習目標以利教學。因此我教授「西洋文學概論」的理念是：(一) 讓學生融入
教學活動，以學生為主體；（二）以活用有趣的觀念設計課程，鼓勵學生將閱讀文學心得與生命結合，並運用到實際的生活，讓學生覺得所學「有用」。

本文分成兩部分：第一部份詳述筆者設計「西洋文學概論」的教學理念；第二部份以索福克里斯（Sophocles）《伊底帕司王》（Oedipus the King）為例，演練我的課程設計理念。第一部份細述為何採用加拿大大學所提出之 BOPPPS 教學模型作為教授「西洋文學概論」的基本理念。第二部份詳列《伊底帕司王》教案設計以 BOPPPS 模型為主，佐以其他有效之教學法，規劃為五堂課（一堂課 75 分鐘），每一單元均詳列學習目標，讓學生了解授課方向，但本文僅詳列第一及第五單元（亦即最後單元）之課程大綱。因此，本文重點不在闡述理論之優劣，而是筆者個人教授「西洋文學概論」的省思與課程設計之理念。

壹、「西洋文學概論」的教學理念

美國知名的中小學教師瑞克‧沃模力（Rick Wormeli）提到所謂的「專業」教師必需在（一）學生，（二）課程設計，（三）學習認知理論，及（四）多元化教學方法等這四領域是專家。沃模力針對中小學教師的定義也適用於大學教師。換句話說，教學是一門藝術，而這門藝術絕對需要教學原理，因此大學教師也必需涉獵與自己領域有關的教學方法與理論，讓教學隨著時代的脈動一同演進。在英美學界裡，提到文學教學相關理論，不得不提到伊蓮·休華特（Elaine Showalter）所著的《文學教學理論》（Teaching Literature）。赫赫有名的文學理論家休華特從研究女性主義，性別理論，轉而關心文學教學並著書論說，顯示文學教學的重要性與迫切性。明確訂定課程學習目標以利教學，是目前的趨勢。休華特提醒教師：「課程涵括的文本與討論議題並不等同學習目標。所謂的「學習目標」應從學生而非教師的觀點擬定，並以明確的語言列舉課程將引導學生作什麼樣的學習與思考」（謝佩璇編譯；加標重點）。

因此，當今教學的典範已經從以教師為中心的教學方式轉為以「學生為中心」。根據查拇伯司及葛瑞歌力（Ellie Chambers and Marshall Gregory）所著之《英文文學的教與學》（Teaching & Learning English Literature），在歐美大學裡，學生學習文學課程應達到以下目標：

一、能以廣度及深度的面向閱讀各種原文及文類，並同時學習文本分析、解釋、與評估的能力

二、學習文學如何以特殊之文學語言呈現、論述不同之思想、概念，及學習如何以文學語言思考與論述

三、熟知不同理論／不同批評架構／不同信念下所引發之文學辯論
四、學習如何以文本例子證明/論述所提出之論點
五、學習文學口說及書寫的能力
六、養成獨立思考，批判的能力。

（Chambers and Gregory 98）

上述查拇伯司及葛瑞歌力所提之文學教學目標雖然明確，然而其對象為歐美大學生，我們無法全然挪用為台灣外文系學生的學習目標。歐美大學生在他們進大學前，已經從小累積相當的英文文學知識，因此在大學英文系裡，他們以文學專業訓練為目標。而英文不是我們的母語，我們必需很誠實的面對事實：當我們的學生還在學習如何以完整之英文句子表達自己的觀念時，要求學生「熟知不同理論/不同批評架構/不同信念下所引發之文學辯論」，不僅揠苗助長，亦徒然增加教師與學生雙方的挫敗感。因此，在撰寫「西洋文學概論」教學大綱時，我設定以學生為主體，瞭解學生的能力、需求，以設定課程目標。

確立以學生為主體之教學大綱後，接下來我思索到底學生能從「西洋文學概論」這門課學到什麼？引用休華特的觀點，文學課程的目標並非單純「介紹文學理論的發展史」，那只說明了教師的工作內容。然而，休華特認為文學課程應「訓練學生的思辨分析能力，讓學生著手在文學領域學習專業的文學研究與寫作」（謝佩璇編譯），這點卻不適用台灣的學生。事實上在外文系裡，只有極少數的學生畢業後選擇繼續研究英美文學，大部份學生的學習目標並不是追求「專業的文學研究與寫作」。那麼，「西洋文學概論」的教學目標為何？課程、大綱設計的理念對整個教學內容、活動和效果有直接的影響。我希望在我的教學大綱中能清楚明白地告訴學生「西洋文學概論」的課程目標，因此，教學大綱是值得教師好好花時間重新思索自己的教學理念。正如皮爾及馬丁（Kimberly S. Peer and Malissa Martin）所言，「設計周詳之教學大綱是相當花時間精力的工作，教學大綱檢驗教師的教學理念，同時也讓教師思索課程目標」（2；加標重點）。設計周詳之教學大綱可收事半功倍之效，因為它是教師與學生第一道溝通的橋樑，是課程的導航者，指引學生學習的目標。

除了以學生為主體外，我也參考「目標導向」及「能力導向」之教學法。所謂的目標/能力導向教學法是以產出（production）為重要的教學活動，目標導向思維的優點如下：

一、提綱挈領，規劃課程內容，確實訂定學生學習成效。

1 中文為本人之翻譯。
二、激發學生動機，以完成學習目標。
三、幫助教師結合文學教學理論與課堂實務，確定課程規劃的實用性。

綜合言之，以目標為導向的課程設計可能要跳脫傳統文學史的課程規劃。換句話說，修習「西洋文學概論」不僅介紹文學史的發展、相關的西方文化/文學傳統，我也希望透過這一門課，學生能增進英語口說書寫能力，以達一舉兩得之效。「西洋文學概論」著重導讀，在帶領學生精讀英文文本的同時，加入對於文學史、各種文類、文學專業術語及文學批評理論的引介解說，進而豐富學生的語言表達能力。因此，我設定「西洋文學概論」課程目標如下：

一、希望學生對文學產生興趣
二、瞭解並能以英文解說文學專業術語及西方文學各種文類之發展
三、培養學生精讀/批判文學的能力
四、能以口說及書寫方式回應討論之文學作品
五、增進學生與文學作品互動的信心
六、運用作品實例與相關的專業知識，練習表達/論述意見
七、培養學生獨立思考，批判的能力
八、培養學生結合文學與生活/生命的能力。

(一)、熟練適切的教學方法

當我確定「西洋文學概論」的學習目標後，接下來我問自己什麼才是達成目標最有效的教學法？由於「西洋文學概論」是大班授課，教師很自然會採取「講授法」授課，因為「講授法」最適用於人數多的班級，有利於教師運用口頭語言系統連貫地向學生傳授知識。以「學生為中心」教學法慣於指責「講授法」導致學生機械、被動地學習，是「填鴨式、囤積式」教學。我認為這是五「學生為中心」教學法論點的迷思。查拇伯司及葛瑞歌力就認為「講授法」讓學生有機會「完整且不被打斷地聽專家闡述一個論點的發展……，以及論點如何與其他大議題相關」(143)。因此，「講授法」的優勢可歸納如下：

2 所謂的以「學生為中心」的討論教學法亦有其缺點。歐哲華引用張世忠所著之《教材教法之實踐：要領、方法、研究》歸納討論教學模式之缺點有三：（1）討論花費時間太多，會影響整個教學進度；（2）少數不愛發表的學生在討論中不易獲益；（3）班級教室太小，但學生人數過多，不利討論之進行（歐哲華 15）。
一、教師可以親自向學生呈現學科的基本內容，在短時間內傳授大量訊息
二、系統連貫地介紹學科的內容，闡明知識的聯繫，促進知識的理解
三、藉由分析和講解材料，教師親自演練「專家學者」的風範
四、適用於課程介紹與引導，便於教師掌控課程進度

「講授法」雖然有以上優勢，但「西洋文學概論」的學習目標必須有學習者的參與才能達到。研究結果顯示，學生在經歷四十分鐘的典型講述教學之後，注意力無法集中，很難將聽講的內容轉換成長期記憶。而且根據研究（如圖一），學生從「聽課」所學到只有 5%：

圖一：金字塔學習圖

圖一金字塔學習圖幫助教師瞭解什麼是有效之教法。要提升教學成效，除了需要精心地規劃課程，我覺得教師若涉獵「認知心理學」有關學習的過程，有助於課程設計。舉例而言，根據心理認知理論，一開始 10 分鐘注意力最強，這時教師要把握時機將重點或課程目標告知學生；結束前 10 分鐘也是注意力較強的時間，這時候可讓學生綜合歸納所學。所以有效的教學方法，應採區塊化的方法以取代整體長段的教學法。然而有效的教學法是複雜且多元的知識，因此，「模範教師會採用多元的教學策略，同時也有多樣自我評量的工具，以自我改進」（Nira Hativa, et al. 722）。所以，有效的教學法也應是多元化的，然而為了讓學生更能聚焦學習，「教案設計」（lesson plan）應是更具體的作法。關於教案設計，加拿大多大學所提出之 BOPPS 模型提供相當具體明確的方向，台灣大學教授李紋霞近年來也積極推動此模型。所謂的 BOPPPS 教學設計意
旨:

- B Bridge-in 課前暖身
- O Objective or Outcome 學習目標或結果
- P Pre-assessment 課前評量
- P Participatory Learning 參與式學習
- P Post-assessment 課後評量
- S Summary 摘要/總結

（摘自 http://hlwiki.slais.ubc.ca/index.php/BOPPPS_Model）

（二）、BOPPS 教學設計

**Bridge-in** 規劃輕鬆，幽默的暖身策略

我設計的課前暖身活動/問題主要為激發學生學習的興趣，我常告訴學生「興趣是最好的老師」，經驗告訴我們，只要對一項事物有興趣，不需被鞭策，我們會自然而然且主動快樂的學習。再者，課前暖身活動有助於營造一個友善溫暖的學習環境。視課程的內容，正式討論文本前，我會先以謎語、笑話、幽默的問答等方式營造一個和諧、快樂、輕鬆學習的環境。

認知心理學則是強調學習者的學習主動性，學生必須了解自己要學些什麼與如何去學習，而且亦強調學習的新材料必須與學習者本身已有之知識發生關聯，才能成功地內化為有意義的知識。

**Objective or Outcome 明列學習目標**

具體明確敘述可觀察或衡量的學習目標不僅提醒教師備課的方向，也指引學生關注的方向。我覺得先告訴學生課程方向，說明愈清晰，學生愈能了解課程間彼此的關連，也愈能體會課程主要探討的議題與他們實際的生活息息相關，這也使學習更具意義。正式進入文本討論前，我會以簡報（PPT）提供下列訊息給學生：

一、溫故知新，先複習上一堂課的教學內容。

二、提示課程目標，讓學生知道學習的方向。

例如，在閱讀「希臘神話」前，學生已經閱讀過聖經「創世紀」的故事。因此，我會先列舉「創世紀故事」的綱要，再請學生解說故事內容：

- Days of Creation (resting on the 7th)
由於學習批判思考、知識的整合及連結也是課程目標之一，因此，在討論「希臘神話」故事時，我常請學生比較「希臘神話」與「創世紀故事」的異同。舉例而言，當學生學習「潘朵拉的故事」時，他們要學的不只是此故事的內涵，還要能整合、連結、比較「潘朵拉與夏娃」兩個故事。因此，「潘朵拉的故事」課程目標設定為：

一、請說明潘朵拉神話故事的基本架構？
二、潘朵拉神話故事是一個歧視女性的故事嗎？
三、請比較「潘朵拉與夏娃」兩個故事的異同？

讓學生學習整合、連結、比較所學的知識，有助於養成學生樂於思考，獨立批判的能力。

Pre-assessment 課前評量

課前評量有助教師了解學生的興趣與能力，幫助教師調整內容深度和進度。課前評量也可在開學第一天舉行，綜合瞭解學生的程度。例如，今年（2012）是我第四度教授「西洋文學概論」，我想先瞭解學生的英文程度及閱讀能力，有別於往年第一堂課就講解教學大綱，今年我先讓全班閱讀 Drawbridge 這個故事之後分組討論，分組的目的除了讓學生有機會瞭解彼此（因為是大一新生），也讓學生聆聽同儕的看法。之後，我再請他們推選一位代表將討論結果以英文向全班報告。我發現大部份的學生都能以英文報告，讓我很放心的決定以全英文授課。當然，正式授課時，我會應用多元的課前評估

量，以小考，課前作業，開放式問題等等讓學生聚焦學習。

**Participatory Learning 參與式學習**

好的課堂討論需要學生積極地參與，而「提問教學法」是讓學生參與最有效的方法。將教學重點轉化為問題，不僅可讓學生在尋找答案的過程，經歷思考以建構知識，同時也讓課程目標更清晰。問題導向的課堂討論教學更能呈現豐富性與多元性，學生先思考問題，然後在課堂中聆聽別人不同的看法，再闡述自己的意見時，也學習尊重不同意見。再者，問題導向的課堂討論教學也同時涵養學生獨立創新的思考能力，誘發他們不斷提出問題，無形間養成獨立思考與由多元角度觀看事物的精神。魏梅而（Maryellen Weimer）就列舉讓學生參與討論的十個好處：

一、激發學習興趣
二、引起學習動機
三、提供教師回饋
四、提供學生回饋
五、促進學生課前預習
六、讓教師更有效掌控課室秩序
七、提供學生均等參與的機會
八、促進學生同儕間對話的機會
九、幫助學生訓練口說技巧
十、訓練學生使用專業語言論說的能力。

換言之，「提問教學法」鼓勵學生參與課室討論，激發學生好奇心及無窮潛能。好的課堂討論要經事前縝密的規劃，教師要先思考討論的目標，再設計討論的問題，因此，我會先將「討論的問題」上傳至作業平台，學生必須先預習，回答問題後，才能在上課期間與大家一起探討問題，腦力激盪。以活潑幽默的問題，鼓勵學生思考、想像，提供學生思考的時間，讓學生自己找答案，主動地分析、思考問題，將所知做整合性思考。因此，「提問教學法」訓練學生思考邏輯，讓事情變得清楚簡單，提升人文素養和人生境界，培養思考力與原創力。建構一個好的問題是重要的教學技巧，而「提問教學法」本身就是一門深奧的教學哲學，因此提問的技巧及方法是教師一輩子需著墨研究的重要能力。

**Post-assessment 課後評量**

前文提及「區塊化」教學的好處，「課後評量」即是運用「區塊化」教學法。此處的課後不是指下課之後，而是在討論完一單元後，進行下
一單元前，先做小複習，讓學生有時間思索，整理並將所學的內化為自己的知識系統。要成為有效率的問題解決者，學習者必須重複地練習，「課後評量」就是讓學生對所學記憶猶新時，加強練習，精熟（master）這些知識，才能真正地獲得，同時「課後評量」也讓教師了解解決學生學了什麼，是否達成學習目標。通常我以選擇題、簡答題、是非題等方式進行「課後評量」。另外，我會用一些比較有趣的方式如 crossword等方式讓學生腦力激盪，活化先前所學知識。舉例而言，在學習討論希臘神話的 Echo and Narcissus 之後，課後評量的方式是請學生填寫 Crossword（摘自網路）。

與學生互動，並在一堂課結束前，引導學生對當日所學的文本，提出三個問題。而上課不僅是學生與老師間的互動，同儕之間的互動更能激發學習的興趣，因此我會以小組討論的方式，讓學生就相關議題進行討論，每一位同學都能參與，也藉此傾聽不同聲音，培養同儕間交流互動的機會。小組討論後，我會讓學生再進行全班一起的大討論，讓學生腦力激盪，培養獨立思考的能力。

Summary 摘要/總結

在講述完每一單元之後、進入另一單元之前，我會將前述內容作扼要歸納，總結課堂內容、幫助學生整合學習、同時預告下堂課內容。由於資訊科技的進步，學生經常接觸多元的數位內容（包含具聲光效的網路資訊），加上多媒體的教材非常普遍，因此，普通、生硬、缺乏互動情境的普通教材，已很難吸引學生的學習注意力；學生普遍也希望能有具有多媒體效果的學習教材，以顯現出教材內容具有新穎性與進步性。除了傳統的口說教學之外，我善用普及的網路資訊如 YouTube，網路教學遊戲等視覺化效果來呈現重要概念與訊息。因為根據心理認知理論，圖像思考有助於記憶，培養邏輯思考與歸納整理重點的能力，讓學生更能掌握概念與概念的發展順序或關聯。例如，希臘神話故事單元結束後，我以 Greek Mythology Jeopardy 的方式進行總複習。4

貳、《伊底帕王》教案設計

《伊底帕王》教案設計以 BOPPPS 模型為主，佐以其他有效之教學法。此著名希臘悲劇授課時間為五堂課（一堂課 75 分鐘），每一堂課均詳列學習目標，讓學生了解授課方向。

4參見網址：<http://www.superteachertools.com/jeopardy/usergames/Mar201009/game1267985452.php>
（一）、《伊底帕司王》教學目標

《伊底帕司王》總學習目標
一、介紹作者Sophocles的背景及其在文學史的重要性
二、介紹希臘戲劇的起源，及其對西洋戲劇的影響
三、瞭解《伊底帕司王》的文學創作技巧如情意洗滌昇華（catharsis），悲劇英雄的特質（tragic hero figure）及戲劇性的諷刺（dramatic irony）
四、學習如何以文本分析、證明、論述《伊底帕司王》的文學創作技巧
五、激發學生閱讀具有挑戰性之文本的興趣
六、認知希臘人對命運，自由意志，神及神諭對日常生活的影響
七、能比較、分析希臘戲劇與現代戲劇形式如電影，現代劇場的異同整合、熟知《伊底帕司王》整齣劇的情節發展及各單元的重要概念。

教學方法及策略
一、參與式討論法
二、提問教學法
三、多元教學策略。

此處僅列第一及第五單元（總結）之教案設計。

（二）、第一單元：《伊底帕司王》及希臘戲劇

學習目標
一、介紹作者索福克利斯的背景及其在文學史的重要性
二、介紹希臘戲劇劇場及起源，希臘戲劇的基本結構及其對西洋戲劇影響
三、介紹《伊底帕司王》主要人物及唱詩團（the chorus）的作用及重要性
四、分析第一，二景中伊底帕司所表現出的特性
五、比較，分析伊底帕司及克力昂（Creon）個性上的異同
六、討論/分析劇中重要對話。
教學方法及策略

一、參與式討論法
二、提問教學法
三、多元教學策略。

BOPPPS 教學模型

Bridge-in 暖身運動

一、介紹作者索福克里斯的背景及其在文學史的重要性。為幫助學生有時間吸收所學，我會放一段 YouTube 上介紹索福克里斯的影片：http://www.youtube.com/watch?v=OVDcNWK535s。此影片約２分鐘。

二、介紹希臘戲劇劇場及起源，希臘戲劇的基本結構及其對西洋戲劇的影響。之後，我也一樣會放一段影片幫助學生整理，統合所學之知識。<http://www.youtube.com/watch?v=846V43r0_Q&feature=related>

三、由於《伊底帕斯王》提到一則與伊底帕斯息息相關的謎語，因此課前的暖身運動便以猜謎語開始。我問學生：“What is the creature that walks on four legs in the morning, two legs at noon, and three in the evening?” 之後佐以其他的謎語如：

I can run but never walk
I have a mouth but never talk
I have a bed but never sleep
I have a head but never weep. ＊Who am I?

A cloud is my mother, the wind is my father,
My son is the cool stream,
And my daughter is the fruit of the land.
A rainbow is my bed,
The earth my final resting place,
And I'm the torment of man. ＊Who am I?

猜謎語有助於學生動腦，激發學生的學習興趣，也是營造一個友善學習環境的好方法。

Pre-assessment 課前評量
一、 小考 15 分鐘：簡答題及 Identify the speaker
二、 介紹《伊底帕司王》情節：伊底帕斯王無意間造成弒父的事實，還不知情地娶了母親與繼任王位，直到遭遇全国瘟疫肆虐時，祭司神諭必須尋找禍根病源，才恍然解開自己的身世之謎。《伊底帕司王》身世情節依時間順序可細分如下：

1. 神諭詛咒  波羅神諭指示拉伊俄斯（Laius）之子將會弑父娶母
2. 棄子避咒  父拉伊俄斯與母約卡斯妲（Jocasta）命人將伊底帕斯棄於山上
3. 獲救收養  伊底帕斯獲救，並為科林斯國王波呂波斯（Polybus, King of Corinth）領養
4. 誤讀神諭  伊底帕斯得知神諭，為避免神諭實現，離開科林斯
5. 意外弒父  伊底帕斯在十字路口意外殺死父親拉伊俄斯
6. 解謎救城  解開人面獅身獸（Sphinx）的謎語，解救底比斯人民
7. 登基娶母  伊底帕斯成為底比斯王，並娶了母約卡斯妲
8. 第二神諭  伊底帕斯受瘟疫肆虐，神諭指示要找出殺死先王之兇手
9. 真相大白  伊底帕斯發現自己是弒父兇手，自廢雙目，母約卡斯妲自殺
10. 自我放逐  伊底帕斯之女安提哥尼（Antigone）陪父親離去，隨行照顧

Participatory Learning 參與式學習

如前所述，「提問教學法」是讓學生參與課室討論最佳方法。因此，此單元的問題聚焦於伊底帕司的個性：(一)伊底帕司個人的話語；(二)他與其他劇中人物的對話（此單元為伊底帕司與克力昂的對話）。本單元所提問題如下：

一、分析伊底帕司一出場的氣勢及從他說話的口氣分析伊底帕司的個性？
二、此劇一開始，為了處理國家危機—流行的瘟疫，伊底帕斯已採取什麼行動？
三、克力昂暗示伊底帕司進宮，好讓他能私下告訴伊底帕司有關阿波羅神諭？
四、伊底帕司堅持要克力昂在眾人面前轉述阿波羅的神諭？此舉如何透露伊底帕司的個性？

五、克力昂轉述，阿波羅神諭指示底比斯城必須採取何行動，才能洗滌髒污（corruption）？

六、請比較伊底帕司與克力昂兩人個性之異同。

七、請簡述唱詩團（the chorus）在本劇的作用及重要性。

「提問教學法」雖然是最能讓學生參與課室討論的方式，但前提是學生必須先行預習授課內容，才能讓「問與答」順利進行。然而，假如不以小考或作業（必須是列入成績計算）作為誘因，90%以上的學生不會自動預習。因此，為了避免問完問題後，全班陷入一片靜默的窘狀，問完問題後，我會將問題先轉成選擇題提供線索，再請學生回答。另外，我最常以「兩分鐘」時間讓學生彼此討論，再請學生回答，通常在「兩分鐘」時間討論後，學生都能回答問題。學生戲稱此方法為：「給我兩分鐘，我給你所有的解答。」

Post-assessment 課後評量

此單元希望學生能從第一、二幕中分析伊底帕司所表現出的個人特質，瞭解唱詩團（the chorus）的作用，及分析劇中對話，因此單元評量方式為以文本佐證下列問題：

一、請列舉優秀領導人才所具有的特質，並以所列之特質，分析伊底帕司第一、二幕中的表現是否具有優秀領導人的特質。

二、請舉出2例，以文本佐證唱詩團如何代表一般大眾的看法，規勸劇中人物冷靜謙遜，行中庸之道。

Summary 總結

以大綱提示本單元學習目標、幫助學生整合學習內容如下：

一、以簡單英文介紹作者索福克里斯，《伊底帕司王》情節，及唱詩團的功用。

二、預告第二單元學習目標：新人物提瑞西阿斯（Tiresias）及約卡斯妲（Jocasta）在劇中的作用及重要性。

三、瞭解文學術語戲劇性諷刺（dramatic irony）及索福克里斯如何運用驅使情節發展。

（三）、《伊底帕司王》完結篇

學習目標
一、介紹悲劇英雄的特質，分析伊底帕司的悲劇個性
二、解析神諭在本劇中的作用
三、辯證伊底帕司弒父娶母的結局是命運作祟還是個性使然
四、介紹《伊底帕斯王》不同的讀法
五、練習做摘要，以英文簡介《伊底帕斯王》的故事情節
六、連結《伊底帕斯王》與日常生活之關係
七、培養學生探索與思考嚴肅課題的習慣。

教學方法及策略
一、參與式討論法
二、提問教學法
三、多元教學策略。

BOPPPS 教學模型

Bridge-in 暖身運動
一、複習第一至第四單元學習內容：發生了何事？出場人物有那些？他們如何與伊底帕司互動？還有那些問題需要釐清？
二、複習戲劇性諷刺(dramatic irony)，介紹新文學術語：悲劇個性弱點(tragic flaw)及悲劇英雄(tragic hero)。

Pre-assessment 課前評量
一、文本分析：誰說了下段話？什麼情況下說的？
   It’s all chance,
   chance rules our lives;
   Not a man on earth can see a day
   ahead, groping through the dark.
   Better to live at random, best we can.

二、文本分析：誰說了下段話？什麼情況下說的？
   What—give up now, with a clue like this?
   Fail to solve the mystery of my birth?
   Not for all the world.

Participatory Learning 參與式學習
本單元所提問題如下：
一、約卡斯妲（Jocasta）那一個時間點上開始懷疑伊底帕司可能是自己的兒子？
二、約卡斯妲如何自我了結？
三、為何伊底帕司刺瞎雙眼？神諭是否預言伊底帕司會刺瞎雙眼？
四、伊底帕司如何預言自己女兒的未來？
五、本劇一開始,伊底帕司追尋殺死拉伊俄斯（Laius）的兇手以解除瘟疫,但從何時開始,追尋兇手變成伊底帕司追尋自己的身世之謎？
六、討論本劇中「命運」與「自由意志」之間的關係？
七、何謂悲劇？請分析伊底帕斯的悲劇個性。
八、在本劇中，伊底帕斯有別的選擇嗎？他堅決要追查出真相，是因為「知道真相，會使你自由」？查出真相有多重要？

Post-assessment 課後評量

Summary 總結
《伊底帕司王》總結時，我放一段 YouTube 上的一段影片 Oedipus Rex Rap（The Best Way to Learn the Story）(只有 2：43 分)，此影片為美國高中生的家庭作業，他們自己寫詞，以 rap 的方式，講唱《伊底帕司王》的故事大綱。播放完影片後，我請學生表達感想。Oedipus Rex Rap網址：<http://www.youtube.com/watch?v=1V_H6xkIJE0>。

結語
身為教師，我不停反省檢討如何明訂學習目標，才能清楚設計課程中的指定作業以及教學活動來幫助學生學習。在教學中，我儘量融入多元化的互動教學，讓每個學生都能有所發揮，以增加他們的成就感，另一方面也督促自己要多元成長，隨時吸收新的知識及向其它老師請教教學方法，加強自己的授課技巧及與學生互動的模式。因此，我會在教學中規劃多樣的教學活動，諸如課前作業預習，課堂小組討論/報告，以及啟發式的理解、討論與觸發聯想，讓學生主動發掘問題，找尋答案。
秉持這樣的理念，我認為沒有一種最好的教學法，只有很多很多的教學方法，凡是能引發學生對所學的課程產生興趣的，就是好方法。我希望學生能「游於藝」，主動快樂的學習，而不是被動接受老師傳授的知識，因此我上課以 Q＆A 的方式，燃起學生追求人文知識的熱誠，引導學生主動學習。對學生充分說明該課程的學習目標和產出成果，並不時給予彼此機會去省思並回饋「教與學」的歷程與效果。學生對我教學都持以正面的回饋。根據我自己期中所做的教學評量，98%的學生對於我用提問法教學，持以肯定的態度，可見學生喜歡主動學習。目前一般學校都講求要培養學生的就業力，也就是所謂的「實用論」，人文教育一向被認為與「實用」沾不上邊，我認為這是窄化「實用」的定義。以外文系的專業訓練而言，「實用」的意義除了基本的語言訓練外，學生還必需培養思考問題、整合、運用所學及完整論述的能力。因此，在我的教學中，我常藉由文學作品的議題促使學生自我省思，更了解生命與世界。學生必須思考、討論每個文本所拋出的議題在自己生命與所處世界中的意義，並於學習後內化、分析、整合、組織所呈現的觀點與論述。學生能針對所教導的知識，各自找尋內在連結或關係，進而將正在學習的內容意義加以建構。

人文教育目的在陶冶學生對人性與生命之瞭解與尊重，是人文關懷的實踐。人文談如何安身立命，我期望學生透過閱讀經典文學作品，藉由文學作品的議題促使學生自我省思，更了解生命與世界，將人文精神融入生命與生活的思索中。

然而，要達到上述我所列舉的有效的教學方法需要教師投入大量的時間，這表示教師必需犧牲自己的研究時間，才能精心規劃課程。而在目前所有的大學都「重研究，輕教學」的惡性循環下，要求大學回歸以「學生為主體」的教育環境，幾乎是奢華的要求。以我自己為例，我發現一堂 75 分鐘的「西洋文學概論」，我花了將近三天的時間準備 PPT 及整理教學資料，發展問題，這三天的時間並不包括尋找閱讀有趣的教學資料（如前提及的 YouTube 影片及 Jeopardy 此網路競賽問答）。而今年已是我在第三次教授此門課。花了如此多的時間準備，是否是因我的效率太差？我深自反省後，發現不是我的時間管理太差，而是真正要把一門課教到精彩的程度，基本的準備功夫不能省，包含資料的收集，整理後，再用 PPT 呈現，如何用「提問教學法」，讓學生自己找到答案，而不是由老師直接告訴學生等等有效的教學法，都必需投入大量的時間。走筆自此，不禁讓我想起英國詩人馬維爾（Andrew Marvell）著名的詩篇〈致羞怯的情人〉（To His Coy Mistress）的幾段：

Had we but world enough, and time,
如果我們的世界夠大，時間夠多，
This coyness, Lady, were no crime
小姐，這樣的羞怯就算不上罪過。
An hundred years should go to praise
我會用一百年的時間讚美
Thine eyes and on thy forehead gaze;
你的眼睛，凝視你的額眉；
Two hundred to adore each breast,
花兩百年愛慕你的每個乳房，
But thirty thousand to the rest;
三萬年才讚賞完其他地方；
An age at least to every part,
每個部位至少花上一個世代，
And the last age should show your heart.
在最後一世代才把你的心展現出來。
For, Lady, you deserve this state,
因為，小姐，你值得這樣的禮遇，
Nor would I love at lower rate.
我也不願用更低的格調愛你。⁵

然而，在詩人的背後總聽到「時間」的腳步急促飛過，讓人無法停下腳步，慢慢的欣賞美麗的風景。同理，如果我有時間，如果我沒有研究的壓力，如果我只需負責教書，親愛的同學，我願意用我的一生，陪你慢慢閱讀這綿延古今，縱橫千年的「西洋文學概論」。


陳黎、張芬齡。《致羞怯的情人:400年英語情詩名作選》。臺北：九歌，2005。

歐哲華。〈教師常用之「教學方法」大補帖〉。（來源：https://doc-08-94-docsvviewer.googleusercontent.com/viewer/securedownload/）。
跨科際課程探討：中國醫藥大學人文通識

融通課程之提出與思考

王文景、郭欣茹、洪美齡

前言

近年來教育品質提昇與改革在各大學中不斷地被提出，改革方向與目標旨在為學生創造更完善的學習環境。在順應全球化及國際化呼聲中，全國各大專院校無不加速高等教育改革推動的腳步，以避免落於人後。大學教師的主要工作是教學、研究與服務，然而如何提昇大學教師的學術研究能力似乎是早先教育改革關注與要求的重點。近年來教育部開始體認到大學教師重研究輕教學的現象，對高等教育發展產生不利影響。開始積極推動獎勵大學教學卓越計劃，並投入鉅額國家經費以鼓勵各大專院校在教學品質上的改善。此一舉措勢必在大專院校間引起另一波的改革熱潮。

歷史是人文學科中極為重要的一環，歷史是往事重要記錄的研究。透過研究往事的記錄來還原事實是歷史學的特點，其過程本身就是一種對資料的分析與運用，也能訓練邏輯思考能力與組織架構。掌握此一特點，本課程結合資訊化時代的數位資料與資訊素養，引領學生在學習歷史重建的過程中逐步培養使用資訊的能力。本課程的設計是以視覺媒體的歷史資料為題材－即影視史學，融入課程中，讓學生以視覺觀察方式分析、判斷影視文本，跳脫歷史慣用的文字敘述而以具體的畫面呈現，藉由此一重建或模擬過程訓練學生分析與批判能力，啟發其歷史思維。

對現今許多大學生而言，面對資訊化時代大量多元的資訊，往往習於依賴網路為主要的資料來源，但在眾多網路資源中又不知如何判讀進而篩選適當的訊息。因此如何於進入大學的第一年開始，藉由通識課程培養學科領域的資訊素養，使其經由專題實作的練習，逐步發展基本的資訊處理

1 本課程名為《台灣人口流動與跨國文化適應》預計於101學年度第2學期實施，目前正送校課程委員會及通識中心外審委員審議中。本文有三位不同老師參與計畫構思，但就學術專業仍以歷史學為優先，故本文以此為主體撰寫，本文不足之處將再由相關領域老師撰文發表補充。

2 三位作者分別為中國醫藥大學通識教育中心助理教授，中國醫藥大學通識教育中心專案助理教授，及中國醫藥大學通識教育中心教授。
的能力，便成為當前通識教育的努力目標。

伴隨著科技的進步，人類的生活已有長足進步，電影、電視等聲光媒體已成為生活中不可或缺的產品。又因個人電腦及週邊產品的問世與普及，過去必須耗鉅資才能成立的傳統文獻資料庫與電子資料庫等研究資源，在各地圖書館紛紛提供文獻傳遞服務，及隨著網際網路的出現，搜尋引擎及電子資料庫的運用，電子商務付費制度使常人亦可輕鬆查閱歷史文獻資料。當前是個知識爆炸，資訊變動快速且持續進步的社會。處於如此環境中成長的學生在學習上有著不同以往傳統學生的需求與敏感。

面對此一社會趨勢及上述追求教學卓越提昇教學品質的目標，對教師的啟發便是如何有效地調整教學方法與教材以順應時代的脈動。傳統的單向講授式（演講）教學法似乎已不能滿足現代大多數學生的需求，取而代之的是所謂引導式或啟發式（問題導向或問題解決式）教學與多媒體視聽教學、網路互動式教學等新興教學法，希望能誘發學生對該科目有主動學習的意願。在現代複雜多變的大環境中，其實不單是學生要適應新的學習環境，相對地教師也要適應新的教學環境並滿足學生求知的需求。教授者與學習者都要重新學習建立一個新的互動學習機制。

本文將探討近年來大學通識教育中歷史教學上所面臨的一些問題，旨在凸顯專業型大學中通識教育的發展（本校為醫學大學）。從課目名稱與內容的轉變、教學「專業化」與「工具化」的爭議、視聽多媒體教材輔助教學等面向，來思考在課程設計與教學上所面臨的問題。

壹、研究回顧與文獻探討

大學通識歷史教學未臻理想，清華大學在實踐教學改革方面有相當程度的投入，而負責推動的張元教授認為任何的教學示範、教學觀摩，都是要看是否能夠帶領學生思考，是否能以學生學習為中心才是重點。故其在〈把鮮活的歷史情景留在學生心中－科技院校歷史課的選材與教法〉、〈關於課堂教學設計的幾點想法－以歷史思維課程為例〉、〈談談轉型中的歷史課堂教學〉、〈教學歷史知識的結構與方法－談清華大學的一門歷史課〉、〈歷史課堂教學的新程式－故事、閱讀與書寫〉等文中，分別就其在歷史教學上的實踐與改革進行分析與分享，就課程、教法與歷史思維等議題提出範例與見解。

其次則是吳翎君在〈學童歷史思維的教學方法初探〉、〈一個實驗課程的心得分享－歷史課堂的教學策略與方法〉及〈「神入」歷史與觀點陳述

3 2006/03/09聯合報C7教育版載：「據國科會調查發現，大一男生近60%、女生50%；大三男生50%，女生33%平均每天念書都不到一小時。學者憂心指出，這顯示大學教育要求與標準過低，學生素質下降、未來競爭力堪憂。」
引導學童歷史思維的教學方法初探等文中指出近年來英美國家的歷史教學，強調歷史知識與思維的漸進累積，以及引導歷史思維的教學方法和策略。而「神入歷史」（Historical Empathy）被視為理性理解歷史的一個重要元素，她援引英美國家對於「神入歷史」的敘事形式和教學方法，提出三種引導學童歷史思維的教學範例。

學位論文方面有李雅芳〈當孩子遇上圖像－圖像融入兒童歷史教學〉、吳志堅〈理性理解歷史－國小歷史教學的個案考察〉等提出圖像教學的特色。

周樑楷譯介海登・懷特（Hayden White）的影視史學，曾帶動一股國內歷史教學探討影像視覺的風氣。從〈影視史學：理論基礎及課程主旨的反思〉、〈影視史學：課程的主題、內容與教材〉到〈書寫歷史與影視史學〉等他所發表的文章，都引起學界的關注，確立影視史學的基本定義與研究範圍。同時間大陸學者張廣智著有《影視史學》一書，是專門探討影視與歷史教育的著作。國內翻譯國外著作中以美國史學家學會的馬克・卡爾尼斯（Mark Carnes）編著的《幻影與真實：史家眼中的好萊塢歷史片》是典型的以影片論述影像歷史的真與假，其內容具有高度批判性。之後國內便不乏有以影視史學與課程結合的文章出現，如黃乃琦〈多元動態「影視史學」的教學分析〉、鄭政誠〈虛構或真實？從漫畫「俠王傳」談影視史學與臺灣史研究的交集〉；江天健〈影視與歷史教學〉等文。

較為特殊之處是有人嘗試以角色模擬的演劇式行動歷史教學來開闢另外一種新教學模式，如曾賢熾〈歷史教學的另一途徑—大葉大學實施演劇式教學的經驗〉。江天健〈電子佈告欄輔助歷史教學—以中國歷史專題討論課程為例〉、〈電腦光碟軟體與歷史學習環境—以美國發展經驗為例〉、〈歷史教學與電腦模擬遊戲〉等文從科技與教學結合的角度來分析歷史教學的發展。

概念圖在近年來廣泛運用於社會領域的教與學兩方面，教師引導學生以舊有知識為基礎，將新的概念與知識連結成有意義的學習脈絡。研究者（如余民寧、吳翎君）指出概念圖教學可提升學生問題解決能力、提高學科學習成就及發揮真實性評量的效果。吳翎君強調概念圖的歷史教學應著重「歷史事件的形成、不同層次的因素、時代背景等相關連結及其造成的結果」（頁148）。

綜上所述，本文提出以下幾點看法為本文的立基點：

一、影視史學不完全等同於視聽教學，兩者間有關聯，但並非完全相同。影視史學是歷史教學的一種方法而非目的，不純是光影畫面的呈現或娛樂欣賞。
二、影視史學除了聲光效果的呈現，更應重視圖像的判讀與批判。包含歷史的兩大要素—歷史解釋與歷史敘事，其目地在於培養學生思考批判之能力。

三、資訊素養中的圖像（媒體）素養能力，符合影視史學所注重的要求，為達成其目的，可以用來訓練學生成為基本能力。

四、研究證明，概念圖的運用是建立學生邏輯思考能力與組織架構的有效方法。

五、在通識課程設計中，學生解決問題能力的培養比提供學生專業性知識更為重要。

本文希望汲取最有利於學生學習的特點，逐步培養並訓練學生資訊素養能力與歷史核心能力—歷史思維，提昇學生跨領域閱讀與解決問題能力，文中所提及運用的影視與數位資訊等不過是引領他們理解知識的方法之一，並非是通識歷史教育改進的最終目的。

貳、歷史課程設計革新與教學改進

通識歷史課程長期處於被專業課程所排擠，授課時數逐漸縮減，學生對課程有食之無味棄之可惜的觀感，如何設計出既能吸引學生學習興趣而又學習到專業外相當程度能力的課程是相當重要的。綜觀近年來影視媒體發展日漸蓬勃，歷史的閱讀已從文字轉變到影像的觀察。藉由影像與聲音的展現，愈來愈多人已捨文字而就影像來理解歷史。這似乎是一種潮流與趨勢，於是開始思考歷史課程改良的可能方向與作法，能否將影視與歷史結合教學，在授課時數的限制下，如何在有限的時間傳授完系統化的歷史知識，該如何有效地運用資訊等等，這些都是教學上要面臨的挑戰。

為迎接上述挑戰並完成課程的革新與規劃，首先在教學目標上要有所調整，本課程主要教學目標如下：

一、建立學生正確（非正統）的歷史觀念及多元價值判斷的包容力。

二、透過專題式歷史重建過程，訓練學生學習主動思考，發掘疑點，探究真相的研究方法及史料歸納分析能力，熟悉學術論文寫作技巧，奠定日後研究潛能。

三、破除制式歷史思考的限制，鼓勵學生主動移動自我認知的主軸，尋找閱讀歷史及接觸史料的樂趣，擴大觀察歷史的角度，有效延伸歷史課程學習以達成終身學習目標。

參閱張廣智，《影視史學》，頁93-116。據統計美國有七成人在學校畢業後就不再從書本閱讀歷史，而是從影視（電影或電視）學習歷史。
上述的目標中第一與第二點著眼於傳統歷史教學流於制式化，多是文字或口頭敘述，課程進行時較為沉悶，缺乏互動，降低學生學習意願。至於評量學生學習成效則慣以紙筆測驗，學生遂習於背誦歷史而非理解歷史，僅接受施教者單方面面的史觀或資訊，多以與考試內容有關之課程內容為主要閱讀題材，違論主動思考甚至於質疑史實，不易培養建立邏輯思考能力，故以這兩點目標來矯正學生的學習心態。是故本課程運用影視方式來呈現歷史敘述，讓學生觀察理解影像聲音與文字的強烈對比，比較出兩者間的差異與優劣。再進一步利用模擬歷史人物或事件的分析法來探討重建歷史真正的原貌，解構過去人為造成的諸多誤解。

第三點則是希望誘發學生主動學習的熱忱，自由探索歷史文本而非為應付考試而讀書，深入閱讀才能理解歷史的來龍去脈，分辯出真僞，不會人云亦云。為訓練學生邏輯思考能力，本課程將「概念圖」融入教學與討論的應用中，讓學生在面對不同的專題探討時都能以此建立明確的脈絡與掌握問題探索的重點，這也是實作評量、真實性評量的一種呈現模式。

如何開課及開什麼課一直都是通識教育討論的重點，以倡導通識教育聞名的美國哈佛大學為例，前校長德瑞克．伯克提出八大教學目標，在討論培養學生博雅興趣的通識教育中，他介紹四種思想學派。第一類是研習經典名著，因為它們是人類智慧和想像力的結晶；第二類為主題式導論課程，介紹人類生活經驗中的重要課題和領域，如西方文明或科學、價值觀、科技等；第三類探索模式課程，把通識教育課程按人類想瞭解自己和所居世界的思考方式來組織；第四類是混合式課程（或說跨領域課程），要求學生從通識課程的幾個大類（如自然、社會科學、人文學科等）來選讀規定數目的學分數。5

伯克特別強調三類學科的重要性：第一是科學，第二是歷史學；第三是文學賞析。他擔心人文科教授不重視學生的職業需求，也擔憂職業科系（臺灣為技職校院）忽視宏大的教育目標，如道德感與公民責任心，呼籲兩邊教授要努力合作，以求得兩者平衡。在這個觀點上，黃俊傑也有類似的主張。6

然而前哈佛大學校長德瑞克．伯克提出對美國大學課程安排設計的四大種類的優缺點提出看法，雖然台灣不盡然完全適用，但仍值得各校在積極推動改革時注意。

5 參閱德瑞克．伯克，《大學教了沒？哈佛校長提出的 8 門課》，頁 24-25。
6 參閱黃俊傑，《全球化時代大學通識教育的新挑戰》。
<table>
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<th>課程設計</th>
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<tr>
<td>分配選課制度</td>
<td>1. 課程最容易說明也最容易執行，自由權高。 2. 分配選課制度簡單，易受學生歡迎。 3. 給予學生機會，強調不同的學生會以不同的方式發展智力。</td>
<td>1. 只有極少數學生會運用自由權，認真追求智能上的興趣。絕大多數人都是選容易入門的課程，以便有時間從事課外活動或就業準備。 2. 很少有課是真正為提升通識教育的目標而設計的，使分配選課制淪為上一些對通識教育目標毫無建樹的課程。</td>
<td>分配選課制度若要成功，唯有教授願意花時間指導學生，且學生要有高度進取心接受，特別是課程要專為激發原本沒有興趣者的好奇心來設計。這些條件只有極少數大學具備（指美國）。</td>
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<tr>
<td>經典名著課程</td>
<td>1. 可以燃起智識的興趣，浸淫在文化的經典著作中，增進學生自我瞭解，提升品味，加強推力能力等。 2. 不像分配選課制，經典名著課程確保學生都要閱讀相同重量級讀物，理解相同的基本問題。 3. 學習在多元化的學生群中，創造出學習的共同核心進而抗衡由種族宗教和階級所產生的分化趨勢。</td>
<td>1. 教學負擔過重，易遭教授反對。 2. 推展此類課程，學生需要有討論和辯論的機會，課程不能採大班制，教授專業難以配合，開課需要大量人力投入，往往由研究生或助教充數，無法得到高品質的教學。</td>
<td></td>
</tr>
<tr>
<td>主題式導論課程</td>
<td>1. 課程內容豐富。 2. 可以開設一連串範圍寬廣的課。 3. 課程為人類成就提供寬闊視野。</td>
<td>1. 課程易流於膚淺。 2. 議題過多。 3. 傳輸一些易學易忘的大量事實或資料。 4. 課程廣博但只留下稀</td>
<td></td>
</tr>
</tbody>
</table>
由於過去人們對歷史的想法，都認定是「真理的尋求」或「真相」。但歷史與真相是否能畫上等號？在史學界卻是有相當的爭議，有論者認為歷史是人寫的（史學家），所以歷史是可以被創造或建構的。過去，大家都喜歡引述著名的史學家的言論論證史學的精神—還原事實真相是歷史研究的真諦。但是有人不以為然，法國哲學家伏爾泰（Voltaire 1694-1778）曾言：「歷史，是人們普通同意的謊言」；又說：「歷史是人（史學家）對於死人玩的一種把戲，是跟死人開玩笑」。十足嘲諷標榜所謂「真實的歷史」的荒謬。與傳統上認定的：「歷史雖然是一個消逝的過去，消逝的過去卻是一個客觀存在的事實，絕不可以被污辱被損害。」的觀點相較，似乎顯得矛盾及衝突。歷史學界在此對所謂的「事實」的論證影響下，也間接地削弱原本立足於學術界中的地位與權威性，也開始讓部分人對歷史產生不信任感，這或許是當時爭辯的史家們始料未及的。

另一方面，在史學發展上，即使是一向重視人文發展的英國，在步入現代時人文科也照常不得志。英國的普侖布（J. H. Plumb）教授曾有感而發：「由於科學進步工業社會興起....，使人文學者動搖了信心，懷疑自己的領導和指引能力。人文學者對他們的功能感於不確，走向兩條自殺式的死路以為逃避。他們或者忙著傳統的看法把以前的功能看做是現在

<table>
<thead>
<tr>
<th>探索模式課程</th>
<th>少的殘餘知識。</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 可以讓學生學習學者和科學家獲得知識的基本方法。</td>
<td>1. 探索模式課程被說成太過膚淺、沒有什麼貢獻價值。</td>
</tr>
<tr>
<td>2. 為學生立下終身學習的基礎。</td>
<td>2. 過於強調學習的方法遠勝於其他智識的內涵。</td>
</tr>
<tr>
<td>3. 避免分配選課制度為達廣博，而以其他科目的課權充通識課程的缺點。</td>
<td>3. 執行探索模式課程的策略，有實際執行上的困難。</td>
</tr>
</tbody>
</table>

本表係據德瑞克．伯克（Derek Bok）著，張善楠譯：《大學教了沒？哈佛校長提出的8門課》（臺北：天下遠見出版社，2008），頁258-275。
的功能...或者退隱到象牙塔裡，否認他們的科目有任何社會功能」。相關於英國，目前在台灣的大學教育中至少還把人文當作一種籠統的萬靈丹，認為開設通識課程足以發揚或彌補人文精神之不足，這種想法雖然有些天真，但它至少還可以平衡一下過度專注於科技上的偏見。

事實上傳統教學法在教學上仍有一定的功效，但是面對新的數位多媒體時代而來，以及抱持對主流歷史價值懷疑心態盛行的今日，教師在教學方法上其實是可以有一些調整，堅持傳統與符合時尚潮流應是可以相容，絕對對立或兩極化而各行其事。主要目的還是以學生的受教權為主，影視或虛擬史學都可以做為一種教學方法，最終目的是要達到教學時知識傳承的目標。

至於大學通識課要如何教授、認識歷史？前面提到錢穆所說的歷史、歷史材料及歷史知識要構成完整的歷史。但一般通識歷史課程中主要傳授的應是歷史知識而非歷史材料（記載），主要是因為歷史材料眾說紛紜，歷史論述又多持己見，派系分明，觀點不同解釋也就不同，欲藉此來還原歷史原貌，恐怕會混淆不清。在時數有限的通識課中，教師應針對歷史知識的觀念溝通，引導學生建立自己對歷史論述的解讀能力，對歷史解釋的自我判斷力（這一點便是通識教育的核心能力）。

現今各大學對通識教育的提倡皆不遺餘力，紛紛成立通識教育中心（或組、處），通識教育儼然成為發展重點。通識中心雖然從各學院中獨立出來，但仍常常遭受來自各學術主流主導下的「實用主義」與「專業主義」的挑戰。特別是在強調醫藥專業的大學院校中。之所以造成這一現象，關鍵在於主事者、課程設計人對通識教育的認知不足與共識不夠。何謂通識教育？美國通識教育委員會曾下了如下定義：「通識教育不是職業的，也不是專業的教育，它所提供的，應該是足以供每一個人發展健全的個人與完整的公民的教育」。清楚地表明它是塑造「全人」化教育的課程，而非專職教育。

歷史教育與通識教育之所以發生關係，主要還是在於學習核心價值的認定。上一節提到通識教育中歷史教育不僅是其組成的一環，而且也是核心之一。對此，美國通識教育的先驅科南特（James Bryant Conant 1893-1978），儘管他是科學界出身，對歷史仍有有如此的評價：「劃分累積的知識領域的方法有很多種，在我看來，歷史應像數學一樣，佔有一個獨立的地位」、「美國史便是學生研究的共同核心」及「只要歷史的主要目標能增加我們的知識，能讓我們多瞭解人類不同環境中的生活方式，我就

10 參閱 J. H. Plumb 著，長春藤文庫譯，《人文學科的危機》（臺北，寰宇出版社，1971)。
11 參閱黃俊傑，〈當前大學通識教育的實踐及其展望〉（新竹，中央大學文學院暨共同科，1995），頁 10-14。
滿足了。」^{12} 等觀點，他個人極為認同歷史應該是通識課程的核心能力之一，而截至目前為止，在多數大學校院中「歷史」仍是幸運地維持著通識核心課程的地位，雖然我們不知道還能持續多久。

但是，相對於上述通識教育的理念，近半世紀以來，國內大專教育卻還有過度專業化，甚至以職業教育為傾向的趨勢。過早與過份的專業化使得國外所謂的通才教育（liberal education）失去光環。影響所及，作為日後將成為整體社會一份子的專業技術人的現今大學生們，在某些議題上，難免會有以偏概全之憾，這就失去通識教育的目標與功能。

關心教育人士為補救這項缺失，遂積極推行通識教育。其目的就是希望讓學生在自己專業的課程之外，也有機會去接觸其他領域的學識，藉此擴大學生的視野，培養學生人文素養，發揮人性中互助、合作、服務、利他的道德情操；瞭解人與社會的互動，藉以開拓學生的器宇胸襟，加強其立足於多元化社會之能力，但部分學校仍有意無意地曲解此一想法。

今天在面對全球化時代的來臨，臺灣的大學通識教育也面臨新挑戰。為此，黃俊傑教授特別提出了以加強大學通識教育的「深化」來因應變局。他認為所謂的深化不應被誤解為將基礎及通識教育課程加以專業化、講授更多的專業研究知識，使其成為專業系所進階課程的先導課程。^{13} 所謂的深化應是加強通識學科的主體性、全面性並與跨領域學科間保持連貫性，讓通識課程成為學生肯主動學習的科目，而非被動強迫學習。

### 參、課程規劃與實施構想

以下以〈台灣人口流動與跨國文化適應〉課程為例，來說明課程如何融入資訊素養、影視數位媒體資料（特別指影視史學）教學。

#### (一)、課程設計與規劃

〈台灣人口流動與跨國文化適應〉課程的提出，最初的構想是基於對歷史的還原解構與探索過程的教學法，只不過較為簡化。簡化的理由是因為基於符合通識課程的精神－博雅而非專業，但簡化不等於簡略，教學方式著重在歷史學方法的探究與引領，但要避免過於理論化或艱澀難解。透過專題式探索讓學生理解歷史重建的過程與專業史學素養要求的基本概念，並融入資訊素養教學培養歷史思維的核心能力。

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^{12} 黃坤錦，〈美國大學的通識教育〉（臺北，師大書苑，1995），頁78。

^{13} 參聞黃俊傑，〈全球化時代大學通識教育的新挑戰〉，頁90。

^{14} 101 學年度課程名稱更動為〈台灣人口流動與跨國文化適應〉。
從以上的課程階層發展圖可以看出，本課程從原有的三門課程融合，取其核心能力而成為新，未來也可繼續擴充而形成以核心能力為指標的課程。

對於剛上大學的大一新生，特別是自然類組的學生(本校為醫學專業大學)，過去他所接觸過的歷史是什麼樣的歷史，是為考試而記憶背誦的一堆文字，還是真實鮮活的往事紀錄?由於目前台灣高中階段的歷史教學仍偏重在歷史知識的傳承，在有限的授課時數限制下，學生往往被要求不必完全理解事件的來龍去脈，只要知道歷史的結果或考試可能會考的部分即可，習於此一模式後，學生便慣於去思考歷史的進展及過程中的所有可能狀況，只想知道結局或成績。面對這樣的學生，到了大學，如果我們還是以傳統的教學方式或理念，再一次的灌輸他們更深奧的歷史知識與課程，似乎會造成反效果，即使教師充滿教學熱忱或教學的內容是如何的豐富，學生還是不能夠深刻地感受到歷史的重要及學習的樂趣。

歷史是研究往事重要紀錄的學術，史學家是如何還原與重建歷史?構成歷史的兩大要素中，一是史學家，一是歷史事實。歷史事實是由史學家從眾多事實中挑選出來的。如何挑選與認定歷史事實，是由史學家的專業角度認定的，這個專業的訓練與認定要求在那裏?如何才算符合標準?這樣的一個過程，對沒有受過專業史學訓練的人而言，是很難能夠獨立完成的。
的。一般人因為不瞭解，就不願接觸與深入歷史，為能讓非文學院的學生
理解歷史是如何被還原與重建的，更重要的是能否從中思考，批判與判別
所讀的歷史的真偽，所以籌畫開設本課程。

(二)、課程的實施
每次上課時的時數分配：（每週授課時數兩節課；每節課 50 分鐘）
1. 課程主題講解：約 20-30 分鐘
2. 數位影視資料播放教學：約 30-50 分鐘（播放專題紀錄影片或自
行剪輯之輔助影片及動畫、電腦軟體等數位教材）
3. 分組討論：約 20-30 分鐘（由教學助教帶領各分組進行專題探討）
4. 課程小結：約 5-10 分鐘
本課程每週藉由影視方式（紀錄片或部份劇情片播放）呈現與主題相
關的歷史觀點陳述，再利用虛擬歷史的反事實分析法誘導學生對歷史陳述
進行分析與探討。課間由助教帶領進行小組討論，課後上網發表心得，期
末則進行學期成果發表。
本課程沒有選擇以電影做為授課教材或影視文本，而是以專業歷史紀
錄片為教材，這也是本課程名稱之所以沒有出現電影一詞之故。主要的考
量是影片的長度與內容的適切性。受限於有限的教學時數，在每週的課程
中盡量避免跨週的課程，以免學習中斷。其次電影多半是以娛樂為主，即
使是歷史題材的影片，往往為了劇情鋪陳，欠缺較為嚴謹的考證，比較多
的是戲劇效果的考量，所以電影在此僅取其有用的片段做為讓學生理解影
像視覺的具體化證據。

選擇專業製作的紀錄影片為教材是本課程的特色之一，專業人文科技
頻道如 Discovery 頻道或國家地理頻道等經常性地製播人文歷史類紀錄影
片，不過並非只要是紀錄片就比電影適合教學，還是要經過篩選，本課程
是以歷史重建為主，經挑選出來的影片具有以下點特：

第一：影片長度約為 30 到 50 分鐘左右，符合課堂時數（每節課為
50 分鐘），一般電影多為一個半小時到二小時間，甚至於長
達三小時以上者，無法在上課中完整地播出，多半要延後下課
或刪剪片段。
第二：此類歷史紀錄片多為相關領域的史學專家或跨領域學者精心考
證後的探討式紀錄片，有完整的主題探討過程與多元觀點並
呈，適合本課程在 Big Six 模式教學探討之用。
第三：影片大量運用現代科技輔助，以真人實際演出畫面呈現歷史想
像或用電腦動畫模擬重建，可滿足學生的抽象想像，適合非文
學院的學生做為接觸歷史學的入門。

利用影片教學雖有以上的優點，但也有以下限制：

第一：因智慧財產權的保護著作權，使本課程在教材的準備上，相關影片的取得與授權的問題始終困擾著我們，透過校內授權採購的公播版影片往往缺乏時效性，緩不濟急，對於較新的研究成果無法馬上取得，如未取得授權便貿然播放又會有侵權之虞。

第二：影片播放時，如未能確實掌握同學出席狀況，部分同學會有投机取巧的心態，導致經常性缺曠課。

本課程以影視教學為輔助，影視教材的運用輔助教學在國內外早已是司空見慣。而在歷史學中更因與影像視覺結合而產生『影視史學』的研究法。15雖然利用影像研究歷史的理論基礎仍受到部分史學界人士的質疑，但面對這樣的一個新興研究法，個人覺得不必過度堅持本位主義，而加以排斥，特別是本人在醫學大學中任教，在高中階段屬自然類組的醫學院學生本就已較少接觸文史課程，在文字理解程度不似文學院學生深入，面對龐雜的歷史資料，若過於著重在經典與史料的解讀，恐會斲傷他們對歷史課程的興趣。16

影視史學並非獨創，可以視為視聽教育的一種，但它有其獨特性，在此不再贅述。17國內視聽教育學者張霄亭曾指出視聽教育的是與不是：「視聽教育必須要利用實際的材料；是一種教學方法；是各種教學方法的一部分；是注重教學效果的教育；是充分利用感官學習的教育；是以心理學為基礎的教育；是利用科學的教育。但它不是電影教育；不是電化教育；不是直觀教學；不只是視與聽的教育；不是電視教育；不是娛樂性的；不是新發明；更不是國外特有」。18可藉此釐清一般人對視聽教學的錯誤印象，部分人總以為視聽教學就是播放影片打發上課時間，這是因為他們不具備媒體素養與圖像素養能力所致，其實影視教學是一種方法而非目的，影視

15 影視史學（Histophoty）一詞，由美國史學家海登懷特率先提出，在台灣由逢甲大學周樑楷教授將其翻成中文「影視史學」一詞。有關影視史學之討論請參閱周樑楷，〈影視史學：理論基礎及課程主旨的反思〉一文。
16 根據本人歷年來授課後問卷調查，多數大一學生在進入大學後皆驚訝於仍要上歷史課。他們先入為主的以為大學的歷史課仍是類同於高中的內容，即背誦一堆人名、地名、條約與事件的考試導向教學，但上完一個學期的課程後，才發現原來歷史的內容是可以多樣而且活潑的，歷史思維有助於他們思考歷史的真與假，對歷史課程也開始給予正面肯定的評價。
17 參閱周樑楷，〈影視史學：理論基礎及課程主旨的反思〉一文。
18 參閱張霄亭，《視聽教育與教學媒體》（臺北：五南圖書，1988），頁 6-10。
教學最終是要讓學生學會批判與思考影像所呈現出的意義，絕非僅是欣賞影視資料所提供的聲光刺激。

本課程透過視聽教育的聲音與畫面結合，強化學生印象及提起學習興趣並學會批判與評斷影像。傳統課程僅有文字與部份圖片的授課內容，在非歷史主科的他系學生學習起來較為吃力，據美國視聽教育權威的戴爾博士提出的經驗金字塔，經過此一歷程可達到強化學習之效果。配合視聽教育策略，強化學生印象，鼓勵並要求學生從聽、說、讀(看)、寫的過程中逐步整合與融合歷史知識，再從歷史角度來反思或反駁單一史觀，呈現多元包容不同意見，最終建構並還原歷史的原貌，這是本課程設計與實施的重點。

照相發明之初，一直被史學用來當成佐證的資料。攝影起初是一種機能性的記錄裝置，由於記錄下瞬間發生的過往，相片一向被人當作是一種具體證據並深信不疑。它們成為歷史學家在證明過去時列舉的資料之一，當史學家要試圖還原描繪或想像十九世紀時，相片成為主要的資訊管道。史學家向來與這個媒介維持著穩定但不安的關係，因為史家的專業養成過程中，多數並未接受視覺影像分析的訓練。同樣情形也出現在攝影家身上，他們也未接受相關史學思維的訓練。史學家對影像的旨趣與攝影家未必完全相同，所以早期相片在拍攝時，並未將這種使用目標納入考量。

紀實攝影與一般、單張的新聞攝影（Photojournalism）之不同在於它有結構的敘述性（Narrative）。在這一點上，它更接近文學。優秀的紀實攝影家，常常以多張照片的連續，表現詩學上的所謂「動作」（action），即情節的承轉合即敘述構造中的發展、矛盾、矛盾的尖銳化（高潮）、矛盾的爆發和解決，孕育新矛盾的發展。當然，他們也善於使用相機，以映射描寫人的性格、描寫環境、描繪物理的外表，也描寫最深沉的內心世界。他們也和文學家一樣，善於用影像作隱喻、象徵。

不同於攝影學界及電影學界，史學界一直都輕忽影片的紀實功能，在此階段攝影學與電影學界提出各種理論與實驗性創作，一次又一次的挑戰並震撼學界，如蒙太奇、決定的瞬間、超現實主義等等，加上又歷經二戰烽火的洗禮，眾多的攝影師在戰爭中拍攝大量的影像，如卡帕（Robert Capa 1913-1954）的戰地攝影。隨著時代進步，科技的輔助成為一種趨勢，即使是單純的照片（照相）也已經有所變化，老照片與時代如何重新結合成為一個有趣的工作與議題，根據國外網路上的分享，看到許多創意結合古今的歷史情境照片，賦予老照片新生命，也讓年輕一輩的人藉由照片彷彿

"經驗金字塔理論內容：知識是自個人直接（親身活動）或間接（透過文字、語言、圖片等媒體）的經驗中獲得經驗。緊密關聯著人類的感官作用，其中以視覺及聽覺為重，塔上的層次並非一不變嚴格的分界經驗的概述與歸納。

卡帕（Robert Capa）被譽為是史上最偉大的戰爭攝影師。"
回到現場一般。

近年來科技輔助例子之二，電腦的運用。電腦著色將原本黑白膠捲拍攝的影片上色，還原出原始的色彩。人類一直都生活在彩色的世界中，但是照相發明之初，因為技術之故而有黑白與彩色的分別，但卻也意外形成一種意象，使人們將黑白影像轉化成過去，而將彩色影像視為當下（現在）的既定印象。然而多年前已有人嘗試將黑白影像重現出原始色彩，讓後人對以前的人事物有更精準的認知，特別是色彩方面。
影視史學其實是跨領域的整合研究，牽涉到有歷史學、電影學、攝影學、文學、藝術與音樂甚至於電腦資訊、多媒體等等都是，但強調的仍是史家的專業與史學方法，史學方法是史學家的基本訓練，時間的概念等等。現在個人手持攝影機（V8、DV8）普及，多數人都可以擁有，製播影片的軟體與個人電腦也不再昂貴，製作基本的影片並不難，網際網路中YouTube的風行，影片上傳與收看蔚為風潮，歷史以數位影音方式的再構呈現或許將會成為流行。21

肆、核心能力培育與資訊（媒體）素養融入教學

據美國哈佛大學近期一項調查結果顯示，美國 12 歲至 17 歲的中學生有 28%不關心世界時事，另有更多 46%的中學生完全不讀書，只看網路資訊。22 國科會也曾於 2006 年對國內大學生進行過類似調查研究，所得到的報告內容一樣也是讓人憂心。23 大學生不愛讀書，應該是指不讀與修習課程有關的書。不願深入閱讀，是大學生普遍為人詬病之處。這似乎是目前多數學生的通病，因此課程的設計如果可以往學生感興趣與容易獲得的管道來著手，或許較能引發學生學習動機，當前學生最常接觸便是網路與電腦多媒體。24

國內大學校院對通識的規劃及願景正如前述，是以培養學生核心能力為目標。而核心能力中，與現代人生活息息相關的便是資訊素養。資訊素養主要有四個層面：即傳統素養、媒體素養、電腦素養、網路素養。24 資訊素養是由美國圖書館學會（ALA）所規劃提出，現已廣泛被採用於各學科，學生常接觸的網路與電腦多媒體等都已包含其中。本文主要探討的便是在資訊素養中的媒體（圖像）素養的融入教學，但是資訊素養能力的核心是上述的四種素養，缺一不可，所以還是不可偏廢，在課程實施中一併

21 YouTube 影音分享網站是由華裔美人陳士駿與在 PayPal 的美籍同事賀利，共同創立。兩人在 2005 年一月份的一場聚會後，苦惱不能找到在網上分享聚會錄影內容的方式。一個月後，兩位老同事便在賀利家中的車庫裡，設計可在網路分享錄影內容的網站，YouTube 因此誕生。2006 年 10 月 Google 宣佈併購該網站。
22 大紀元時報根據中廣新聞網報導，2007 年 1 月 14 日。（http://tw.epochtimes.com/bt/7/1/14/n1589521.htm。）
23 2006 年國科會公佈一份調查報告，提到現在大學生願意花在書本上閱讀的時間有下降的趨勢，多數的時間是放在上網或其他影音媒體上（或漫畫之類的圖像）。24
24 根據麥克克魯爾（C. R. McClure）將資訊素養分為四個層面：（1）傳統素養（traditional literacy）：讀、寫、說和計算的能力。（2）媒體素養（media literacy）：使用後印刷式媒體（post-print media），由其是電子媒體，以解讀、評估、分析、製作、傳播知識的能力。（3）電腦素養（computer literacy）：使用電腦完成一些基本工作的能力。（4）網路素養（network literacy）：了解網路資源的價值，能利用檢索工具在網路上尋求特定的資訊，並加以利用的能力。參閱 Michael B. Eisenberg, Carrie A. Lowe, Kathleen L. Spitzer, Information Literacy: Essential Skills for the Information Age. Libraries Unlimited; 2 edition, 2004. 3-11.
介紹給同學瞭解。

本課程將運用 Big6 的技能六階段，結合中文數位資料融入教學，以實作評量方式，訓練學生建立核心知識能力。因為現今學生多數有上網使用電腦等資訊媒體的習慣，不妨利用現代學生的此一先天優勢，藉以訓練學生正確使用資訊。有關 Big6 的技能六階段的要求與基準說明如下：

一、定義問題（Task Definition）
1. 使用電子郵件及線上討論群體（如 listserv、newsgroup）與教師或工作群溝通作業及資訊問題。
2. 利用電子郵件及線上討論群體提出問題，並形成區域性或全球性的合作學習群體。

二、資訊尋求策略（Information Seeking Strategies）
1. 利用網路檢索各種電子資源，如線上資料庫、光碟資料庫、商業性資料庫、網際網路資源、社區資訊、政府資訊等，這些資料可能被收集在各類型圖書館的館藏中，並呈現在網頁上；但是使用者需具備資訊地圖的知識（map of information），也就是資訊找尋的途徑與策略。
2. 利用電腦繪置流程圖、甘特圖、組織圖、計畫表等，以便有效管理複雜的工作。

三、找到與取得資訊（Location and Access）
1. 連上各類型圖書館找到合適的資訊資源，如線上目錄、期刊論文索引、全文資料庫、多媒體電腦工作站、光碟資料庫、政府資訊等。
2. 透過網際網路找到合適的網路資源，包括：Newsgroup、Listserv、WWW site、FTP 等。透過網路與相關專家連絡並取得幫助。

四、利用資訊（Use of Information）
1. 取得有關某一工作的資訊，並閱讀相關指南手冊。
2. 會將資料下載、解壓縮、並打開各種格式的檔。
3. 會將資料剪下與貼上並編輯電子資料。
4. 能使用試算表、資料庫及統計軟體以處理及分析資料。
5. 能分析及過濾電子資訊，以擷取與工作相關之資訊。

五、整合資訊（Synthesis）
1. 能利用文書處理軟體、試算表、資料庫等工具將資料分類。
2. 能使用及製作各種電腦圖形。
3. 會使用文書處理及簡報軟體呈現資料。
四、能建立多媒體、超連結的電子資源。

六、評估資訊（Evaluation）
1. 能就內容與格式來評鑑電子報告。
2. 會使用檢查拼字及文法軟體來檢查作品。
3. 瞭解且遵守網路與電子資源相關法律、禮節與道德。
4. 利用電子郵件、討論群體、電子會議等與老師及合作群討論工作及問題解決的成效。25

透過以上 Big6 技能六階段訓練，可以讓學生在面對資訊時有所遵循與規範，但是還是必須配合實作來驗證與累積經驗。通識課程如果是為培養學生核心能力而規劃，就必須前瞻性評估未來十到二十年的環境，為學生提供足以掌握時代脈動的知識能力。可以預見的是資訊素養對知識的獲得而言是重要的，現代資訊更新的速度極快，所以融入資訊素養的課程已是刻不容緩的事情。從媒體素養（Media Literacy）的角度來看，是指在各類處境中存取、理解及產製媒體訊息的能力。「媒體素養教育」或「媒體教育」有別於培養媒體從業人員的媒體專業教育，教育對象的主體是全體公民，教育目標在於培養全民具備思辨與產製資訊的能力，可以以批判性的角度去解讀媒體訊息。故本課程透過上述概念訓練修課學生培養建立基本資訊素養與學術研究基本能力，並進一步運用於網際網路等媒體中。

有鑑於現代大學生基本能力較為薄弱，所以在課程設計上採取以下策略。雖然是以資訊素養為主，第一階段是以傳統素養為主，著重在聽說讀寫能力的運用，配合實作評量的實施。

此外，運用不同的網際網路資源輔助學生理解課程也是一大趨勢。歷史與地理如能結合，對學生而言，即便不能前往歷史事件發生的現場，也能透過類似 Google Earth 之類的網路地圖，或空拍圖來理解時空環境對歷史發展所造成的影响。26 這一點是也可以切合上述組織概念圖中所提到的人、事、時、地、物的掌握，課程的實作評量中便要求修課同學將其專題討論中的地點都要上網去標記，在報告中一併提出。

本課程的評量要求，最終是希望同學能以影像視覺的多媒體或數位資料來呈現他們從媒體素養能力中習得與評估後的結論，不管是人、事或


26 地理 GIS 與歷史結合也是一種跨領域研究（教學）的可行模式。國內外現在都有人投入研究，成果豐碩。教育部「人文臺灣．世界視野」系列演講，特別邀請國際知名漢學 2 家，哈佛大學教授 Peter K. Bol 進行專題演講，並邀請國內學者，臺灣歷史博物館吳密察館長及臺灣大學地理系賴進貴教授與會對話，介紹台灣相關研究發展。
物，但前題是，這個主題的挑選必須符合歷史學的要求，即重要性與正確性。受限於課程實施及本校相關軟硬體設備仍在擴充，目前仍在持續進行與修正中。

結語

人文學科在科技掛帥的時代氛圍中，面臨前所未有的危機。即被科技專業超越或逐一取代。歷史學也是其中之一，面臨著重大的危機。所幸大學在通識教育的目標與理念中仍是著重人文素養，因此歷史方能有所發揮。史學界面對新時代的挑戰，在外部刺激下充滿著危機感，內部也有自我覺醒。史學界除堅持方法與理念外，更要發揮應用歷史的優勢於其他學科領域之跨領域教學，通識歷史教育正是此一良好視窗。在通識教育中歷史可扮演的角色，在專業與博雅間，通識教育是史學應用的絕佳地方，因為通識教育所關注的理念與實踐之處，都與史學發展不謀而合。史學界如果還是寧可抱殘守缺而忽視對通識教育的經營，一旦日後專業主義再次抬頭，便是完全投降的時候，屆時恐將全線崩潰完全退出通識領域，不得不小心謹慎。

通識教育是臺灣大學教育與國際化接軌的一個重要指標。多元化與國際化及核心能力的培養是現階段發展的重心，在通識教育的精神面，各校已能務實並認真看待通識教育，此為一好現象。另就實質面而言，通識課程的規劃與教學是要不斷推陳出新，切合時代脈動，包容多元文化，不要輕忽學生對時代脈動的敏感度，學生學習或許有時較為被動，但並不表示學生不會就此吸取經驗，教師除在研究領域持續精進外，教學也應如此。學生如果感受不到課程的進步與深度，自然而然便會以食之無味，棄之可惜的營養學分視之，如何設計出內容活潑又有一定深度的通識課程，輔以良好的學習方法讓學生覺得受用，以學生為中心，才能激發學習意願（不管是否為強迫或半強迫）。本課程的設計與實施雖仍是構想階段，但仍希望能藉此與教育先進交流，以持續精進通識教學經驗與相關研究能力。
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Contributors

✧ Jane S. Tsay (蔡素娟) received her Ph.D. in Linguistics from the University of Arizona. She is currently Professor of Linguistics and Dean of the College of Humanities at National Chung Cheng University. Her research interests include theoretical phonology, experimental phonology, experimental phonetics, child language acquisition, corpus linguistics, Chinese dialectology, and Taiwan sign language. Email: lngtsay@ccu.edu.tw

✧ Chin-lung Wei (韋金龍) received his Ph.D. in Instructional Systems Technology from Indiana University-Bloomington. He is currently Professor in the Department of Foreign Languages and Literatures at National Chung Hsing University. His specialized areas are Internet-Base TEFL and Cooperative Learning. Email: clwei@dragon.nchu.edu.tw

✧ Kuo-jung Chen (陳國榮) received his Ph.D. in English from the University of Wisconsin at Madison. He is currently Professor in the Department of Foreign Languages and Literature at National Chung Cheng University. His specialized areas are eighteenth- and nineteenth-century English literature as well as novel and narrative theory. Email: chen.kuojong@gmail.com

✧ Wen-Chun Chen (陳玟君) received her Ph.D. in Curriculum and Instruction from Texas A&M University at College Station. She is currently teaching in the Department of Foreign Languages and Literature at National Chung Cheng University. Her specialty is in computer-assisted language learning. With over ten years of teaching experience in Taiwan and United States, her research inclines to benefit pre- and in-service practitioners and language learners in the digital era, with the essence of cultural and linguistic diversity. Email: ginawenchunchen@gmail.com.

✧ Yuh-Mei Chen (陳玉美) received her Ph.D. in Language Education from Indiana University-Bloomington. She is currently Professor in the
Su-Yi Huang (黃淑宜) received her Ph.D. degree in TESOL from Tamkang University in Taiwan. She is currently an associate professor in the Department of Applied Foreign Languages at Lung Hwa University of Science & Technology. Her specialized areas are translation teaching, English for Specific Purposes, Language Testing and TESOL. Email: syhwang@mail.lhu.edu.tw

Shuen-shing Lee (李順興) holds a Ph.D. in Comparative Literature from the University of Washington and is a professor in the Department of Foreign Languages and Literatures, National Chung Hsing University, Taiwan. His latest publications include Lei2 gen tu2 shu guan3 (2009; Chinese translation of Stuart Moulthrop’s digital text, Reagan Library; CD version) and Brave New Word: A Study of Form in Digital Literature (2012). His CV is available at http://benz.nchu.edu.tw/~sslee.

Huei-Ling Lin (林惠玲) received her Ph.D. in Linguistics from University of Illinois at Urbana-Champaign. She is currently Associate Professor in the Department of Foreign Languages and Literature at National Chung Cheng University. Her specialized areas are syntax and morphology of Mandarin Chinese and Taiwan Southern Min. Email: folhll@ccu.edu.tw

Teh-suan Liou (劉德烜) received his Ph.D. in English from Michigan State University. He is currently Associate Professor in the Department of Foreign Languages and Literature at National Chung Cheng University. His specialized areas are discourse analysis, pragmatics, and TESOL. Email: foltsl@ccu.edu.tw

Victoria Rau (何德華) is professor of Institute of Linguistics at National Chung Cheng University. She founded the Ithaca Chinese School in New York while pursuing her doctoral degree in linguistics at Cornell University. Her research interests are sociolinguistics and applied
linguistics with a wide range of experience in investigating English, Chinese, and Austronesian languages. Email: Lngrau@ccu.edu.tw. Michael Rau is currently a sophomore at Wheaton College, in Wheaton, IL, pursuing a double major in philosophy and Bible & theology. He is a tutor in the Chinese department on campus, and privately tutors a non-Chinese three-year-old who is attending a Chinese school every Saturday. Email: michael.rau@my.wheaton.edu

Mei-Yu Tsai (蔡美玉) received her Ph.D. in English from Michigan State University. She is currently Associate Professor in the Department of Foreign Languages and Literature at National Chung Cheng University. Her research interests include 20th-century English literature, trauma studies, and post-Holocaust literature. Email: mytsai@ccu.edu.tw

Wen-Ching Wang (王文景) is now working on his Ph.D. in History at National Chung Hsing University. He is currently teaching in the Center for General Education (CGE) at China Medical University. His research Interests include history of Ming and Qing dynasty eunuch, Ming and Qing dynasty history of medicine, and film & television history. Email: wangwj@mail.cmu.edu.tw. Meei-Ling Horng (洪美齡) received her Ph.D. in Philosophy from Ohio State University. She is currently teaching in CGE of China Medical University. Her research interests include social research and global education, integration of information literacy teaching, Taiwanese history, history of education, and qualitative research. Email: mlhorng@mail.cmu.edu.tw. Hsin-Ju Kuo (郭欣茹) received her Ph.D. in Foreign Languages and Literature from National Cheng Kung University. She is currently teaching in CGE at China Medical University. Her research interests include English and American literature, cultural studies, contemporary English novels, and medicine & western literature. Email: cherylkuo@mail.cmu.edu.tw

Yi-ling Yang (楊意鈴) received her Ph.D. in English from Queen’s University, Belfast, UK. She is currently Assistant Professor in the Foreign Languages and Literature Department at National Chung Cheng University. Her research interests include Joyce studies, Irish literature, and discourse of globalization. E-mail: folyly@ccu.edu.tw
Chun-Chun Yeh (葉純純) received her Ed. D. in Applied Linguistics and TESOL from the University of Leicester, UK. She is currently Associate Professor in the Department of Foreign Languages and Literature at National Chung Cheng University. Her research interests include English for academic purposes, EFL writing instruction, translation teaching, and media literacy. Email: folccy@ccu.edu.tw