2026 INTERNATIONAL SYMPOSIUM

英語文教學研討會

英語文跨域教學創新與實踐

Innovations and Practices in Cross-disciplinary English Language Teaching



研討會手冊

2026

10.03 SAT.

09:30 - 17:45

文學大樓 5 樓 3501 教室

目錄

Table of Contents

簡介 Introduction 3

注意事項及會議規則 Presentation Guidelines 4

議程 Program 5

發表論文摘要 Presentation Abstracts

吳品澄(國立高雄師範大學碩士班/語言組)
Exploring the Shifts in IELTS Academic Reading Preparation Over Time: A Qualitative Research of Strategies Adjustment among Former IELTS Candidates 7

杜安妮(國立高雄師範大學碩士班/教學組)
A Case Study of English Gifted Class Educators' Beliefs and Practices About Designing Higher-Order Thinking Skills Activities 8

馮冠崴(國立高雄師範大學碩士班/語言組)
From Textbooks to Real Logic: Evaluating and Improving Junior High School Students' Comprehension of "Because" Clauses 9

蔡欣庭(國立高雄師範大學碩士班/教學組)
Subject Selection in English by Taiwanese EFL Learners: The Roles of Empathy and Proficiency 10

李芊樺(國立高雄師範大學碩士班/教學組)
Listening and Speaking Training in Taiwan's Bilingual Vision: Opportunities, Challenges, and Pedagogical Implications 11

徐彤靜(國立高雄師範大學應用英語碩士班)
Exploring the Impact of Metacognitive Strategies on Taiwanese College Students' English Listening Comprehension Using Hip-Hop Music as a Medium 12

郭懿絜(國立高雄師範大學碩士班/語言組)
An Errors Analysis of Stress Placement in English among Taiwanese EFL Learners 13

程馨萱(國立高雄師範大學碩士班/教學組)
Production of Word- and Sentence- Final /r/ among Taiwanese EFL Learners 14

蔡玗伶(國立高雄師範大學碩士班/語言組)
Perception and Production of Aspiration in /s/+Stop Clusters among Taiwanese EFL Learners: A Comparison Between English and Non-English Majors 15

鄭雯琪(國立高雄師範大學碩士班/語言組)
The Effects of Phonological Environments on Taiwanese Learners' Substitution Patterns of /θ/ and /ð/ across Different Syllable Positions. 16

鄭竹君(助理教授/國立宜蘭大學)
以對話式教學及真人圖書館融入數位繪本創作提升新手英語教師多元文化素養.. 17

王志豐(少校講師/空軍軍官學校應用外語系)
A Case Study of Online Language Exchange Program between American and Taiwan Military Institutes 18

鄧博元 Bo-Yuan Ray Deng(研究員/高雄科技大學應用英語系)
Podcast-Mediated Extensive Listening: Tierarchic Framework of Positive Psychological Constructs 19

周雋(兼任助理教授/國立高雄師範大學英語學系)
Developing Interdisciplinary Competencies through EMI Drama Production: Integrating Project-Based Learning and Drama Pedagogy..... 20

林芯汝(兼任助理教授/國立清華大學英語教學系)
SCCD 課程設計與實施對高中生自我調節學習能力的影響：以物理單元方案為例21

馬健翔(英語科教師/國立屏科實驗高級中等學校)
Integrating Generative AI into High School English Inclusive Education: An Action Research on Curriculum and Assessment Accommodations for a Student with Mild ASD 22

歐雷威 Aurelijus Vijūnas(教授/國立高雄師範大學英語學系)
Incorporating the terms “integrated” and “holistic” into the teaching of English pronunciation and grammar..... 23

及川(澤田)深雪 Miyuki Oikawa(助理教授/國立高雄師範大學英語學系)
Reasoning before Argument: Teaching Toulmin’s Model through Logical and Social Reasoning in EMI EFL Classrooms 24

廖恩慧(助理教授/吳鳳科技大學)
CALLA-Based Cluster Mapping for Vocabulary Review Among Low-Proficiency EFL Learners 25

簡介 Introduction

緣起與目的

為回應教育部推動十二年國民基本教育課程綱要、強化師資培育專業素養，以及英語教學現場在素養導向、雙語／全英語教學、AI 與新興科技應用、融合教育與跨領域教學等面向之轉型需求，國立高雄師範大學依教育部補助設置「英語文領域教學研究中心」，整合校內外英語教材教法研究與實務能量。

本研討會旨在建構全國性英語教學學術與實務交流平台，促進師資培育大學教師、中等學校英語教師與研究者之專業對話，深化英語文跨域學之研究成果與教學實踐，並具體呈現英語文領域教學研究中心之年度推動成果，落實中心「精進英語文師資素質與教學研究能量」之核心任務。

（研討會主題與內容設計，係依據英語文領域教學研究中心設置計畫之任務、特色推動事項與預期效益規劃）

Background and Objectives

In response to the Ministry of Education’s promotion of the **12-Year Basic Education Curriculum Guidelines**, the enhancement of professional competencies in teacher education, and the ongoing transformation of English teaching in areas such as competency-based education, bilingual and English-medium instruction (EMI/CLIL), AI and emerging technologies, inclusive education, and interdisciplinary teaching, National Kaohsiung Normal University has established the **English Language Teaching Research Center** with funding support from the Ministry of Education.

The purpose of this conference is to establish a national platform for academic and practical exchange in English language teaching, fostering professional dialogue among teacher educators, secondary school English teachers, researchers, and graduate students. By integrating research outcomes and pedagogical practices in interdisciplinary English education, the conference aims to showcase the annual achievements of the English Language Teaching Research Center and to fulfill its core mission of **enhancing the quality of English teacher education and pedagogical research**.

(The conference theme and content are designed in alignment with the objectives, key initiatives, and expected outcomes of the English Language Teaching Research Center.)

注意事項及會議規則 Presentation Guidelines

一、注意事項：

1. 會議進行中，請將手機關機或轉至震動，會場內請勿飲食。
2. 主持人、發表人請於會議開始前提前抵達 3501 教室(文學大樓五樓)。
3. 請配戴大會準備之名牌出入會場區域。
4. 會議結束後，請將名牌封套繳於報名處回收。

二、會議規則：

1. 發表人依議程順序發表論文，每人發表 20 分鐘及 5 分鐘問題提問。
2. 時間結束前 3 分鐘以及時間結束時，將舉牌提醒。
3. 每場次討論時間及方式由主持人安排。

I. General Reminders

1. Please turn off your mobile phone or put it into silent mode during the sessions. No eating or drinking is allowed in the conference room.
2. Session chairs and presenters must arrive at room 3501 prior to the scheduled start of their session.
3. Please wear your badge while at the conference.
4. Please leave your badge at the registration desk before you leave.

II. Conference Rules

1. Presentations will be delivered in the order of the program. Each presenter has 20 minutes to present, followed by a five minute Q&A session.
2. A reminder card will be displayed 3 minutes before the end of the allotted time and again when the presentation time has expired.
3. The discussion for each panel will be moderated by the session chair.

議程 Program

<table>
<tr><td>09:30-09:50</td><td colspan="2">報到 Registration (文學大樓五樓 R3501)</td></tr>
<tr><td>09:50-10:00</td><td colspan="2">開幕式 Opening Ceremony (R3501)
致詞嘉賓：國立高雄師範大學 唐硯漁副校長
國立高雄師範大學文學院 李翠玉院長
國立高雄師範大學英語系 楊乃女主任</td></tr>
<tr><td rowspan="4">10:00-11:45
(105 分鐘)</td><td colspan="2">第一場 Session 1 : Language Learning & Linguistics</td></tr>
<tr><td>R3501</td><td>主持人 Moderator：
柯博登 Curt Beaudin (助理教授/國立高雄師範大學英語學系)
發表人 Presenters：
吳品澄(碩士班/語言組) / Exploring the Shifts in IELTS Academic Reading Preparation Over Time: A Qualitative Research of Strategies Adjustment among Former IELTS Candidates
杜安妮(碩士班/教學組) / A Case Study of English Gifted Class Educators' Beliefs and Practices About Designing Higher-Order Thinking Skills Activities
馮冠崴(碩士班/語言組) / From Textbooks to Real Logic: Evaluating and Improving Junior High School Students’ Comprehension of “Because” Clauses
蔡欣庭(碩士班/教學組) / Subject Selection in English by Taiwanese EFL Learners: The Roles of Empathy and Proficiency</td></tr>
<tr><td>R3504</td><td>主持人 Moderator：
張偉鈺 (助理教授/國立高雄師範大學英語學系)
發表人 Presenters：
李芊樺(碩士班/教學組) / Listening and Speaking Training in Taiwan’s Bilingual Vision: Opportunities, Challenges, and Pedagogical Implications
徐彤靜(應用英語碩士班) / Exploring the Impact of Metacognitive Strategies on Taiwanese College Students' English Listening Comprehension Using Hip-Hop Music as a Medium
郭懿絜(碩士班/語言組) / An Errors Analysis of Stress Placement in English among Taiwanese EFL Learners</td></tr>
<tr><td>R3506</td><td>主持人 Moderator：
歐雷威 Aurelijus Vijūnas (教授/國立高雄師範大學英語學系)
發表人 Presenters：
程馨萱(碩士班/教學組) / Production of Word- and Sentence- Final /r/ among Taiwanese EFL Learners
蔡玗伶(碩士班/語言組) / Perception and Production of Aspiration in /s/+Stop Clusters among Taiwanese EFL Learners: A Comparison Between English and Non-English Majors
鄭雯琪(碩士班/語言組) / The Effects of Phonological Environments on EFL Taiwanese Learners’ Substitution Patterns of /θ/ and /ð/ across Different Syllable Positions</td></tr>
</table>

11:45-13:00	午餐 Lunch (R3502)	
13:00-14:20 (80 分鐘)	**第二場 Session 2 : Teaching Innovation & Digital Learning**	
	R3501	主持人 Moderator： 賴怡秀 (特聘教授/國立高雄大學西洋語文學系) 發表人 Presenters： ● 鄭竹君(助理教授/國立宜蘭大學) / 以對話式教學及真人圖書館融入數位繪本創作提升新手英語教師多元文化素養 ● 王志豐(少校講師/空軍軍管學校應用外語系) / A Case Study of Online Language Exchange Program between American and Taiwan Military Institutes ● 鄧博元 Bo-Yuan Ray Deng(研究員/高雄科技大學應用英語系) / Podcast-Mediated Extensive Listening: Tierarchic Framework of Positive Psychological Constructs
14:20-14:30	休息 Break	
14:30-15:50 (80 分鐘)	**第三場 Session 3 : EMI, AI, & Interdisciplinary Education**	
	R3501	主持人 Moderator： 張玉玲(教授/國立高雄師範大學英語學系) 發表人 Presenters： ● 周雋(兼任助理教授/國立高雄師範大學英語學系) / Developing Interdisciplinary Competencies through EMI Drama Production: Integrating Project-Based Learning and Drama Pedagogy ● 林芯汝(兼任助理教授/國立清華大學英語教學系) / SCCD 課程設計與實施對高中生素養影響之研究：以物理單元方案為例 ● 馬健翔(英語科教師/國立屏科實驗高級中等學校) / Integrating Generative AI into High School English Inclusive Education: An Action Research on Curriculum and Assessment Accommodations for a Student with Mild ASD
15:50-16:05	茶敘 Tea Break (R3502)	
16:05-17:25 (80 分鐘)	**第四場 Session 4 : Inclusive Teaching & Global Communication**	
	R3501	主持人 Moderator： 楊逸君 (副教授/國立臺南大學英語學系) 發表人 Presenters： ● 歐雷威 Aurelijus Vijūnas (教授/國立高雄師範大學英語學系) / Incorporating the terms “inclusive” and “holistic” into the teaching of English pronunciation and grammar ● 及川(澤田)深雪 Miyuki Oikawa (助理教授/國立高雄師範大學英語學系) / Reasoning before Argument: Teaching Toulmin’s Model through Logical and Social Reasoning in EMI EFL Classrooms ● 廖恩慧(助理教授/吳鳳科技大學) / CALLA-Based Cluster Mapping for Vocabulary Review Among Low-Proficiency EFL Learners
17:25-17:30	閉幕式 Closing Ceremony (R3501)	

Session 1: Language Learning & Linguistics

Exploring the Shifts in IELTS Academic Reading Preparation Over Time: A Qualitative Research of Strategies Adjustment among Former IELTS Candidates

吳品澄
國立高雄師範大學碩士班/語言組

Abstract

The study aims to investigate the learning strategies among IELTS test takers, focusing especially on the timing of shifting from meticulous self-criticism to extensive drilling during the period of preparation. Although numerous studies have been conducted to discuss test-taking strategies, scoring tips, and guessing skills, few research studies explore students' learning strategies and dynamic preparation techniques over time in high-stakes tests. On the other hand, IELTS instructors desire to analyze the transitional timeline in order to arrange a better instructional course for students. Specifically, the study attempts to analyze when and why students stop their fundamental-building behavior, such as looking up dictionaries, writing down unfamiliar words, and looking into sentence structures deeply. Subsequently, students start a new phase of continuously doing massive mock tests without constantly checking unknown vocabulary. This study plans to have 15 participants from Taiwanese college students majoring in Foreign Languages and English literature, and aged from 20 to 25 years old. Moreover, all participants in the study have already completed the IELTS test and have received scores ranging from band 6 to band 7. However, the final sample size might achieve data saturation. If the samples become repetitive and fully answer the research questions before interviewing 15 participants, the data collection will be stopped. This study will apply a semi-structured interview to track the transitional timeline shifts of the subjects to understand the dynamic strategies used in the high-stakes test, IELTS, during the period of preparation. The results anticipate that the timing transformation is rarely planned by students themselves. On the contrary, the phenomena might be caused by both external and internal factors, including approaching the date of the exam, frustrating of over stuck scores of mock tests, differing language proficiency, cheering from teachers or cram schools to focus on the number of mock tests. The anticipated interview findings also show that the majority of the transformation occurs in the final month before the exam. According to these expected observations, instructors of high-stakes tests, specifically in the IELTS context, are supposed to arrange a course specialized in massive mock tests rather than a traditional grammar or vocabulary course.

Keywords
IELTS test, transitional timeline, preparation, drilling, input processing

Session 1: Language Learning & Linguistics

A Case Study of English Gifted Class Educators' Beliefs and Practices About Designing Higher-Order Thinking Skills Activities

杜安妮

國立高雄師範大學碩士班/教學組

Abstract

In Taiwan, English gifted learners are screened out and characterized by outstanding linguistic potential and advanced cognitive capabilities. To support gifted students effectively, educators are required to apply high-level instructional approaches into English gifted classrooms properly. Referring to the Guidance by White Paper on Gifted and Talented Education (2021), gifted education in Taiwan is to provide specialized, differentiated education that meets the unique cognitive social and emotional needs of high-ability students, enhancing their potential beyond the standard curriculum. Aside from the qualification criteria, the beliefs and arrangements that educators bring into gifted education play a crucial role in shaping the learning experience. Accordingly, the current study will explore the essential role of educator beliefs in fostering Higher-Order Thinking Skills (HOTS) practically. While the policy emphasizes "blooming talents" and "interdisciplinary creativity," a significant gap exists between theoretical guidelines and actual classroom implementation (Taipei City Government, 2021). To bridge this void, gifted educators are better positioned to cultivate the intellectual potential that aligns with the qualification criteria (Chen & Chen, 2019). In this research, the case study will specifically focus on how English gifted class educators understand and align theoretical concepts with the classroom practices on higher-order thinking skills (HOTS) activities.

Session 1: Language Learning & Linguistics

From Textbooks to Real Logic: Evaluating and Improving Junior High School Students' Comprehension of "Because" Clauses

馮冠崴
國立高雄師範大學碩士班/語言組

Abstract

Critical thinking is recognized as an essential goal for Taiwan's 2030 Bilingual Nation Project. While Taiwanese students consistently excel in mathematical and scientific areas closely tied to critical thinking (cf. Inhelder & Piaget, 1958), evidence suggests that Asian EFL learners frequently struggle to apply these cognitive skills in English contexts (Masuda & Nisbett, 2001). This reveals an apparent paradox between students' general cognitive strengths and their performance in EFL critical thinking tasks.

To bridge this gap, and following Oikawa's (2026) recommendation to teach logical reasoning explicitly to secondary students, this study investigates whether seventh-graders possess foundational logical reasoning skills and explores optimal instructional methods for this demographic. An experiment was conducted using an experimental group and a control group of seventh-grade students. The experimental group received a theoretical instruction on the definitions and examples of logical reasoning before evaluating the validity of 24 sentences containing "because"-clauses. Grounded in Sweetser's (1990) three domains—real-world (content), epistemic, and speech-act connections—the sentences required students to judge whether the clauses met necessary conditions or represented insufficient conditions. The control group took the exact same test without prior instruction.

Counterintuitively, the control group outperformed the experimental group. This finding indicates that seventh-graders likely already possess implicit, foundational logical reasoning skills, and that explicit instruction on pre-existing knowledge may have induced cognitive overload, confusing the experimental group rather than aiding comprehension. Furthermore, when students in either group encountered unfamiliar vocabulary or expressions, they consistently misjudged invalid sentences as correct. This pattern aligns with questionnaire data regarding fake news evaluation, where a lack of domain knowledge and poor language proficiency frequently resulted in erroneous judgments. Consequently, pedagogical design must incorporate activities that simultaneously bolster real-world knowledge, logical reasoning, and language skills.

Finally, the data revealed that early English education (e.g., in kindergarten) and academic performance in math, science, and Chinese bore no correlation to students' logical reasoning scores. Notably, high academic achievers in the experimental group were more confused by the intervention than lower achievers, whereas high achievers in the control group outperformed their peers. This suggests that while high-performing students paid closer attention to the instruction, its abstract nature ultimately hindered their performance. Ultimately, these findings suggest that future bilingual curricula should move away from isolated, abstract logic rules and instead focus on context-rich, vocabulary-supported activities that effectively leverage students' existing implicit cognitive abilities.

Keywords: critical thinking, logical reasoning, cognitive, causal clause, real-world knowledge

Session 1: Language Learning & Linguistics

Subject Selection in English by Taiwanese EFL Learners: The Roles of Empathy and Proficiency

蔡欣庭
國立高雄師範大學碩士班/教學組

Abstract

In English, a subject is essential. This study investigated how Taiwanese senior high school students realized subjects in English through 15 Chinese-to-English translation tasks. Thirty-five 10th graders from different proficiency levels participated in the study. The responses were coded into several sentence types, including null subjects, animate and inanimate subjects, expletive *it*, existential *there*, and clausal subjects.

The results show that students used different subjects depending on their English proficiency. The higher achievers tended to use animate subjects in most sentences, whereas the lower achievers tended to use inanimate subjects. The intermediate achievers tended to use expletive subjects, such as *it*. These results imply that higher achievers understand the notion of empathy. As discussed in Kuno (1987), the subject in English should be someone with whom the speaker feels empathy. The higher achievers selected animate subjects to express this empathy. Conversely, the lower achievers used inanimate subjects as a result of L1 transfer; that is, they transferred Chinese structures into English. In Chinese, people avoid animate subjects when the context is obvious. The intermediate achievers tended to use expletive subjects because they had learned the rule that an English sentence must have a subject.

All achievers used null subjects when the subject received an Experiencer theta role. This can be explained by the fact that in Mandarin Chinese, people experience something when a causer does something, and the causer is embedded in the context. As a topic-prominent language, Mandarin often licenses null subjects through contextual interpretation, which may influence learners' subject choices in English production (Li & Thompson, 1976; Yuan, 1997). Previous studies have shown that Chinese learners tend to transfer topic-prominent features into English, resulting in variability in subject selection and topic-comment structures in interlanguage production.

The findings suggest important implications for English subject instruction. Teachers should guide learners through a hierarchy of subject selection strategies. For instance, teachers should explain the concept of empathy: when an animate or human agent is available, it should function as the subject. If no animate subject is available, an inanimate subject may be used. Expletive subjects, such as *it* or *there*, can be introduced in specific expressions. Ultimately, teachers should guide students on how empathy, agency, and discourse perspective influence subject choice in English sentence construction.

Keywords: subject selection, empathy, EFL learners, L1 transfer, topic-prominent language

Session 1: Language Learning & Linguistics

Listening and Speaking Training in Taiwan's Bilingual Vision: Opportunities, Challenges, and Pedagogical Implications

李芊樺
國立高雄師範大學碩士班/教學組

Abstract

English, as a global language, plays a vital role in most countries, making English education a key topic of discussion worldwide. However, there are necessary differences in English teaching between ESL and EFL countries. EFL countries lack a natural English-speaking environment and face significantly more limitations in developing listening and speaking skills compared to ESL countries. Therefore, in EFL countries, such as Taiwan, English teachers must consider how to help students develop all four language skills (listening, speaking, reading, and writing) within a limited environment, and how these methods can be concretely implemented both inside and outside the classroom.

Some long-established language teaching methods, such as the Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT), have their own advantages and disadvantages, and each emphasizes different language skills. For example, GTM emphasizes reading and writing skills and translation techniques, while CLT emphasizes listening, speaking, and communication skills. However, the EFL environment is not suitable for the sole application of CLT or GTM. To enable students to use the target language and develop accuracy and communication skills, it is necessary to combine the advantages of each teaching method and consider new teaching and practice approaches. The process of learning a language is lengthy and complicated, and its effectiveness is often linked to the student's mindset. Some scholars have noted that the language system is bidirectional, and "translation" involves the conversion between two languages, highlighting its importance in language learning. Others have suggested that allowing students to translate during the expression process can reduce their anxiety and increase their motivation. Therefore, integrating the concept of translation into teaching methods can serve as a product of combining CLT and GTM, and can be further explored and developed from this foundation.

This paper aims to investigate how professional language training, such as translation, can assist students in EFL countries in developing their language skills, and how to achieve a balance in language skills through bidirectional input and output practice, including some possible practice methods.

Keywords:
EFL countries, Translation, Four language skills, Communicative Language Teaching, Grammar-Translation Method

Session 1: Language Learning & Linguistics

Exploring the Impact of Metacognitive Strategies on Taiwanese College Students' English Listening Comprehension Using Hip-Hop Music as a Medium

徐彤靜
國立高雄師範大學應用英語碩士班

Abstract

This research aimed to investigate the impact of metacognitive strategies on Taiwanese college students' English listening comprehension by incorporating Hip-hop music as listening material. Metacognitive strategies include planning, monitoring, and evaluating and are identified as one of the factors that can improve second language (L2) listening skills. However, limited studies explored these strategies in combination with authentic materials like music. To address this gap, this study adopted a mixed-methods design, involving both quantitative and qualitative data collection. The participants were divided into experimental group (EG, N= 21) and control group (CG, N= 21). Metacognitive strategies were integrated with Hip-hop music and traditional listening materials respectively in the two groups.
Quantitative data was collected through the pre- and post- listening tests and the Metacognitive Awareness Listening Questionnaire (MALQ). Qualitative data was collected through the students' learning journals and analysed by using thematic approach. The results indicated that the EG demonstrated significant improvement in English listening comprehension after the intervention, whereas the CG showed a decline. In terms of metacognitive awareness, both groups displayed increases while significant improvements were found in different dimensions. The findings suggest that the combination of metacognitive strategies and Hip-hop music may support the development of English listening comprehension and metacognitive awareness. The study also highlights the potential of using engaging and authentic listening materials to enhance learners' motivation and listening experiences in English classroom.

Keywords: English listening comprehension, metacognitive strategies, Hip-hop music

Session 1: Language Learning & Linguistics

An Errors Analysis of Stress Placement in English among Taiwanese EFL Learners

郭懿絜
國立高雄師範大學碩士班/語言組

Abstract

Word formation in English is a complex process which includes various rules. For instance, words attached to Class 1 suffixes frequently trigger phonological adjustments, involving a reassignment of primary stress to a different syllable, which is a phenomenon known as stress shift. While these rules may be intuitive for native speakers, mastering the mechanisms of stress shift places an immense cognitive burden on second language (L2) learners. Due to the lack of fully developed morphophonemic representations, L2 learners often resort to alternative stress placement strategies, such as stem preservation and rule overgeneralization, to alleviate processing costs.

Against this theoretical backdrop, this study investigates the acquisition of stress shift in Class 1 suffixes among intermediate English learners in Taiwan, as stress shift remains a significant challenge in mastering English pronunciation. The methodology involves fourteen participants and a corpus of fifteen groups of derived words characterized by stress shift. Through a word-list speaking test encompassing various suffixes—such as -ic, -ian, -ese, -er, and -al—this research analyzes variety errors in stress production. The experimental results reveal several major patterns of error.

Firstly, when dealing with derived words, participants manifested the Stress Anchoring Effect, tending to keep the stress in the same position as the stem. Specifically, in the -ic series (e.g., economic, energetic) and words like photographer, half of the participants consistently placed the stress on the first syllable, adopting the stress pattern of the stem words. Secondly, the data revealed that in word pairs, such as, Italy/Italian, industry/industrial, and origin/original, nearly all the participants struggled with the stress shift as they frequently placed the stress on the second syllable of the stem, whereas it should be on the first. These results indicate that the participants tend to adopt a strategy which adds the suffix sound to the original pronunciation instead of performing phonological reorganization. Additionally, participants demonstrated the difficulties of placing stress on the third syllable in words such as Japanese. As a result, orthographic similarity and L1 rhythmic interference were identified as the primary reasons for the failure of stress displacement.

Keywords: stress placement, morphological related vocab, derived, word family, suffixation

Session 1: Language Learning & Linguistics

Production of Word- and Sentence- Final /r/ among Taiwanese EFL Learners

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Abstract

The study focuses on the production of word- and sentence- final /r/ among Taiwanese EFL learners. While numerous studies have explored the acquisition of rhotic sounds, few have focused on examined the production of /r/ after different vowels and how can task types influenced production of /r/ in final positions. Mandarin Chinese lacks of rhotic consonants after vowels, which lead to EFL learners to face articulatory challenges with producing /r/ sounds.
Speech production was conducted in this study with several Taiwanese EFL learners. The main tasks were an isolated word list reading and a paragraph reading task. Target words (e.g., car, far, poor, door) were embedded word and sentence final position, and were all monosyllabic. The tasks recording materials were conducted via Praat to measure the third formants (F3) trajectories. The results reveal four phonological patterns:
(1) Task and spelling effect: Participants pronounced accurately in word list tasks, but frequently error in paragraph speech task due to the increase in cognitive load; also spelling interference led to vowel shifts (e.g., bear read as beer).
(2) Contextual weakening: A production of /r/
(3) Phonemic substitution: Liquid confusion occurred in words like poor and door, were consistently substituted with /l/ (producing doll and pool).
(4) Deletion and weakening /r/: The result also revealed participants' rhotic errors occured primarily as /r/ deletion and weakening. Deletion was observed in low vowel contexts (e.g., car and far), weakening of /r/ occured frequently in back rounded vowel contexts (e.g., more) during the paragraph reading task.
These findings suggesting that L2 pronunciation instruction should target specific vowel-/r/ combination and articulation transitions more than isolated rhotic practices.

Key words: Taiwanese EFL learners, Vowel contexts effect, Post-vocalic /r/

Session 1: Language Learning & Linguistics

Perception and Production of Aspiration in /s/+Stop Clusters among Taiwanese EFL Learners: A Comparison Between English and Non-English Majors

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Abstract

This study investigates the perception and production of aspiration in English stop consonants among Taiwanese EFL learners, with a particular focus on /*s*/+stop clusters. In Taiwan's traditional educational context, English instruction has long placed a greater emphasis on listening, reading, and writing skills for examination purposes, often leaving speaking skills with comparatively less pedagogical focus. This imbalance may lead learners to develop stronger perceptual abilities than productive skills. Ten participants, including English majors and non-English majors, completed both perception and production tasks designed to examine their ability to identify and produce aspiration in /*s*/+stop clusters. In the perception task, participants discriminated auditory pairs (e.g., target-like [spɪn] vs. over-aspirated [sp^{h}ɪn]) without visual text, while in the production task, participants produced target words in isolation and within the carrier sentence "*I say ___ twice.*" Descriptive results reveal a notable performance asymmetry across tasks: contrary to the traditional assumption that speech perception always precedes production mastery, participants achieved relatively higher accuracy rates in production than in perception. Independent samples *t*–tests indicate that the overall performance gap between the English majors and non-English majors did not reach statistical significance in either dimension. However, a clear hierarchical difficulty pattern emerged among the targeted categories; while the /*sk*/ cluster yielded the highest accuracy, the /*sp*/ cluster posed the greatest challenge for both groups, particularly within the perception task. Furthermore, the non-English major group demonstrated much higher individual variability (*SD* = 0.118) in actual speech output. These findings suggest that while orthographic interference from visual prompts primarily drives over-aspiration errors in production, the unique difficulty of /*sp*/ in perception stems from a physiological mechanism where early lip closure compresses the acoustic signal.
Based on these findings, this study offers critical pedagogical implications for English pronunciation instruction. To enhance learners' phonetic development, classroom practices should incorporate communicative activities that balance speech perception and production. Specifically, teachers are encouraged to implement explicit awareness training and text-free auditory practice to help learners mitigate orthographic interference and capture compressed phonetic details.

Key words: aspiration, /*s*/+stop clusters, orthographic interference, speech perception and production, Taiwanese EFL learners

Session 1: Language Learning & Linguistics

The Effects of Phonological Environments on Taiwanese Learners' Substitution Patterns of /θ/ and /ð/ across Different Syllable Positions.

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Abstract

English pronunciation is important for English learners, especially in terms of communication. However, many Taiwanese learners have difficulty pronouncing certain English speech sounds. Previous studies have found that Taiwanese learners have difficulty pronouncing the dental fricatives /θ/ and /ð/. Learners frequently substitute them with other sounds. However, previous studies have mainly investigated pronunciation errors and substitution patterns. Few studies have explored how phonological environments affect substitution patterns of /θ/ and /ð/ across different syllable positions, including word-initial syllable onset, word-medial syllable onset, and syllable coda. Therefore, this study investigates how Taiwanese learners substitute /θ/ and /ð/ with other sounds across different syllable positions, including word-initial syllable onset, word-medial syllable onset, and syllable coda, and explores the factors that may influence these substitution patterns. This study analyzes recordings from ten participants. Participants were asked to read a passage that includes the words with /θ/ and /ð/ across different syllable positions. The findings show that Taiwanese learners use different substitution patterns for /θ/ and /ð/ across different syllable positions. For example, word- initial syllable onset /θ/ in "thank" is frequently substituted with /s/, while /ð/ in "this" is frequently substituted with /l/. Word-medial syllable onset /ð/ in "father" is frequently substituted with /d/. Syllable coda /θ/ in "mouth" is frequently substituted with /f/. It is common to observe pronunciation errors involving the dental fricatives /θ/ and /ð/.

Since /θ/ and /ð/ do not exist in the Mandarin phonological system, Taiwanese learners are often influenced by the Mandarin phonological system. Learners may produce sound substitutions and pronunciation errors. This phenomenon may stem from learners' perceptual filtering. When learners process sounds that do not exist in their native language, these unfamiliar sounds may be perceived as the closest sounds in their native language. As a result, learners may produce pronunciation errors or sound substitutions. This phenomenon suggests that pronunciation errors are not solely articulatory, but also involve perceptual processing of sounds. Moreover, the interlanguage system is not fixed; it is variable. Pronunciation patterns may be influenced by phonological environments and similarities in place of articulation. In addition, learners may tend to ease the articulation to produce unfamiliar sounds. Therefore, unfamiliar sounds may be replaced with sounds that are easier to articulate. The results of the study help better understand how Mandarin learners process certain sound substitutions and provide practical implications and theoretical foundations for pronunciation teaching and teaching materials design.

Session 2 : Teaching Innovation & Digital Learning

以對話式教學及真人圖書館融入數位繪本創作 提升新手英語教師多元文化素養

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摘要

臺灣是一個具有多元族群與文化的國家。為培養國民的多元文化素養，臺灣中小學教育現場亟需培養具有多元文化素養之師資。然而，台灣新手兒童英語教師大多缺乏多元文化意識與多元文化教育，因而也普遍欠缺多元文化素養。有鑑於此，此研究旨在透過對話式教學與真人圖書館融入數位多元文化繪本等一系列主題教學活動的引導，結合多元文化教育議題探討與反思報告寫作，以期這些新手學生教師能從上述過程中逐漸轉化固有思維並提升其多元文化素養。此研究採取質量混合研究方法，研究對象為一班修讀外文系兒童英語教學課程之學生教師，質性研究工具為試教小組訪談、教學反思報告等，以主題分析法進行分析；量性研究工具為職前教師多元文化素養量表等，以 SPSS 進行統計分析。研究結果顯示這些職前教師普遍肯定此教學模式有助於提升他們的多元文化素養，增進了他們的多元文化教學知識與多元文化教學技能。此外，他們也認為多元文化素養需要長期培養，期望未來師培課程能提供更多樣進階的相關議題探討和省思，也能持續與小學現場和社會組織互動與連結。此研究結果將有助於改善國內英語教學相關課程設計，也將提出如何提升新手英語教師之多元文化素養之教學建議。

中文關鍵字:
對話式教學；真人圖書館；數位繪本創作；多元文化素養；兒童英語教學

Session 2 : Teaching Innovation & Digital Learning

A Case Study of Online Language Exchange Program between American and Taiwan Military Institutes

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Abstract

This study aimed to determine the learning outcomes of Taiwanese cadets in terms of English proficiency, learning motivation, and cultural knowledge acquisition after participating in an online language exchange program. The program was conducted through a series of telecollaboration activities between Taiwanese military cadets and American cadets. This study focused solely on the learning outcomes of the Taiwanese cadets; the outcomes of the American cadets were not included. The program began in the fall semester of 2023 and concluded in the spring semester of 2024, with 27 Taiwanese cadets and 20 American cadets participating. They were paired into different teams, with each American cadet assigned one or two Taiwanese cadets as learning partners. Online meetings for all participants were held monthly, each lasting about an hour in the morning in Taiwan. During these meetings, each team presented the results of an assignment given in the previous session. Activities such as movie presentations and cultural introductions were conducted during the meetings.

For the movie presentations, each team selected one movie in English and another in Chinese, then shared their observations on similarities and differences between the two films. For cultural introductions, Taiwanese cadets presented various aspects of Taiwanese culture, such as karaoke, boba tea, price negotiation, night markets, and scooters on the streets. Outside of these meetings, cadets were encouraged to interact with their foreign counterparts via social media, primarily Instagram.

Feedback from the cadets was collected through a questionnaire after the exchange program to assess whether their English proficiency, learning motivation, and cultural knowledge acquisition had improved. The questionnaire consisted of two main sections: multiple-choice statements and open-ended questions. The multiple-choice section used a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," including a neutral option, to assess cadets' quantitative opinions on 14 statements, such as "Participating in such exchange activities helps me improve my speaking skills." To gather qualitative feedback, two open-ended questions were included. The first asked cadets to provide examples of the aspects of the program that impressed them the most, while the second invited their suggestions for improving the program.

This study concluded that cadets benefited from participating in the online exchange program. At least two-thirds of the cadets either agreed or strongly agreed that their English proficiency improved, their motivation to learn English increased, and they gained more cultural knowledge. Although no specific test was administered to measure their improvement—meaning the study's findings were based on self-perception—this program still serves as a valuable step in using modern technology, such as telecollaboration, to provide language learners with more opportunities to practice their language skills. It also enables them to connect with native speakers, who are otherwise rare in an EFL learning environment.

It is highly recommended that language educators help their students find foreign learning partners of a similar age. Such partnerships create a genuine need and purpose for students to use the language they have learned.

Keywords: military institute, language exchange, telecollaboration

Session 2 : Teaching Innovation & Digital Learning

Podcast-Mediated Extensive Listening: Tierarchic Framework of Positive Psychological Constructs

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Abstract

As a channel for verbal input, listening plays a fundamental role in facilitating mutual understanding and effective communication. It also empowers language learning since it allows sustained and/or extensive exposure to comprehensible input and authentic linguistic materials. Despite its importance as a receptive skill, Extensive Listening (EL) has received relatively little attention compared to the more established domain of Extensive Reading (ER). In response to the gap, this study investigated learners' perceptions of podcast-mediated extensive listening, with particular emphasis on three interrelated individual difference constructs - autonomy, motivation and enjoyment - while also examining the practical effectiveness of this approach.

To achieve a comprehensive understanding, a mixed-method design was employed. Data were collected from pre- and post-intervention listening assessment based on TOEIC, daily listening logs, weekly reflective journals and stimulated recall interviews. Quantitative data were analysed using descriptive statistics, while content analysis was performed for qualitative data. This study is theoretically grounded with Activity Theory, originating from cultural/historical notion of psychology (Vygotsky, 1978) and subsequently extended by Leont'ev (1981) and elaborated by Engestrom (1987). This framework was employed to systematically conceptualise the implementation of EL; the components of the activity system are specified as follows:

1. Subject: Language learners engaging in Extensive Listening
2. Object: Completion of at least 180 minutes of listening per week across five different podcast platforms for eight consecutive weeks.
3. Tool: A list of recommended podcast programmes and learner-selected platforms
4. Rules: Adapted principles from Extensive Reading (Day & Bamford, 2002)
5. Community: 10 ESL learners at intermediate English proficiency (B1/B2)
6. Division of Labour: The facilitative role of triarchic framework (autonomy, motivation and enjoyment) in structuring engagement with podcast-based listening

Findings disclosed that all 10 students demonstrated improvement in post-test performance (M = 401; SD = 45.33) compared to their pre-test results (M = 356.5; SD = 52.18). Qualitative analyses further revealed that learners' perceptions coalesced into an interconnected triarchic framework, illustrating the dynamic interplay among autonomy, motivation and enjoyment. Specifically, participants announced heightened ownership through self-selection of listening materials, flexibility in scheduling and the activation of problem-solving strategies during comprehension for the aspect of autonomy. These reports were corroborated by patterns of increased engagement documented in daily listening logs. With respect to motivation, the observed results reflected a convergence of intrinsic, instrumental motivations and ideal L2 self; they are curiosity-driven engagement, perceived utility and usefulness and desire to understand authentic media, respectively. As for enjoyment, learners described a growing sense of achievement as they progressively overcame comprehension barriers, alongside experiences resembling flow states. Additionally, sources of enjoyment included the underlying favoured effects of multitasking and being connected to authentic language use and the global community. The strength of this study not only reframed the multidimensional nature of autonomy, motivation and enjoyment, but also foregrounded the pedagogical potential of podcast-mediated extensive listening as an effective approach to enhancing listening proficiency.

Keywords: autonomy, motivation, enjoyment, podcast, extensive listening

Session 3: EMI, AI, & Interdisciplinary Education

Developing Interdisciplinary Competencies through EMI Drama Production: Integrating Project-Based Learning and Drama Pedagogy

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Abstract

As English-Medium Instruction (EMI) continues to expand across higher education, growing attention has been devoted to understanding how EMI environments support not only disciplinary learning but also the development of transferable competencies. While previous EMI research has largely focused on content acquisition, language outcomes, and classroom interaction, relatively little attention has been paid to interdisciplinary learning in creative-production contexts. This study investigates how an EMI drama production course facilitates interdisciplinary competency development through the integration of Project-Based Learning (PBL) and drama pedagogy.

The study is situated in an undergraduate Applied English program at a Taiwanese university and examines a semester-long EMI drama production course enrolling 36 students, primarily sophomores. The course guides students through the complete process of drama production, including story plotting, scriptwriting, delivery of monologues and dialogues, acting, improvisation, technical skills for visual design, storyboarding, and video production. Working in collaborative teams, students employ English as the primary medium for creative communication, hands-on practices, planning, and performance, culminating in the production of an original or adapted one-act video drama.

Drawing on EMI scholarship, PBL theory, and interdisciplinary learning research, the study conceptualizes drama production as an authentic learning environment in which students integrate linguistic, artistic, technical, and organizational knowledge to accomplish a shared creative goal. The research addresses the following questions: (1) How does an EMI drama production course facilitate the development of interdisciplinary competencies? (2) What interdisciplinary competencies do students perceive they develop through participation in project-based drama production activities? and (3) What opportunities and challenges emerge from collaborative drama production in an EMI environment?

Adopting a qualitative case-study design, data will be collected through instructor observations of final production videos, students' written reflection reports, post-course questionnaires, and analysis of final scripts and storyboards. Data will be analyzed thematically to identify patterns in students' learning experiences and competency development.

The study is expected to demonstrate that EMI drama production extends beyond language learning by fostering interconnected competencies in English communication, creative problem-solving, multimodal storytelling, collaborative teamwork, performance literacy, and project management. The findings aim to contribute to the growing body of EMI research by illustrating how interdisciplinary competencies can be cultivated through authentic project-based learning in creative arts contexts. Implications for EMI curriculum design and interdisciplinary pedagogy in higher education will also be discussed.

Keywords: English-Medium Instruction (EMI), Interdisciplinary Competencies, Project-Based Learning (PBL), Drama Pedagogy, Multimodal Literacy

Session 3: EMI, AI, & Interdisciplinary Education

SCCD 課程設計與實施對高中生自我調節學習能力的影響：以物理單元方案為例

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摘要

在 AI 科技高速發展的時代，教育者面臨培養未來學習者關鍵能力的嚴峻挑戰。OECD 於 PISA 2025 計劃中新增數位時代學習評量，將自我調節能力列為核心，強調學習者需主動參與並管理自身學習歷程。台灣於 2019 年實施新課綱，強調素養導向教育和自主學習（教育部，2014）；國立清華大學亦開發了素養為本課程設計系統（System of Competency-based Curriculum Design，SCCD），以五階段二十五步驟的專業技術帶領教師進行素養課程設計。為了解 SCCD 課程設計與實施對高中生自我調節能力發展的影響，本研究透過立意取樣選取一門高中物理單元，以授課教師及 25 名學生作為研究個案，透過課室觀察、教師與學生訪談、及問卷實施搜集質性與量化資料，以持續比較法結合 Zimmerman（2009）的循環階段模型（Cyclical Phase Model）進行分析，探討 SCCD 課程設計與實施對高中生的自我調節能力的影響。結果顯示，在課程設計方面，本研究的物理單元設計能呼應循環階段模型的三個階段，激發學生自我調節能力發展。在課程實施方面，在方案設計引導下，第一節前半段的課程說明促發前思階段的發展任務分析和自我動機信念；第一節中段至第八節課程教學中，學生展現出表現階段的自我控制和自我觀察策略；在第九至十一節課的任務展演中，學生則能展示出自我反思階段的自我判斷和自我反思能力。本研究顯示透過嚴謹有系統的課程設計與實施，教師可兼顧學科教學與學生自我調節能力培養。由於本研究僅為個案研究，未來建議可探討其他科目或跨學科課程設計對高中生自我調節能力的影響。

關鍵詞：素養導向課程設計系統 SCCD、自我調節學習、物理單元

Session 3: EMI, AI, & Interdisciplinary Education

Integrating Generative AI into High School English Inclusive Education: An Action Research on Curriculum and Assessment Accommodations for a Student with Mild ASD

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Abstract

This action research aims to explore the implementation of curriculum accommodations integrating Generative Artificial Intelligence (GenAI) for a student with mild autism spectrum disorder (ASD) in an inclusive senior high school English class. Unlike traditional AI that relies on predefined responses, GenAI utilizes deep learning models to dynamically synthesize human-like content, such as text and images, in response to complex and varied prompts (Lim et al., 2023). As access to GenAI has become easier, it has sparked growing interest in its application in educational settings.
To address the learning challenges of abstract semantic comprehension and performance anxiety often experienced by students with ASD, this researcher utilized high school English reading texts to demonstrate the progression of technology integration in language learning. By utilizing GenAI tools, the instructional design advances from the "Substitution (S)" and "Augmentation (A)" levels of Puentedura's (2009, 2020) SAMR model to the "Modification (M)" and "Redefinition (R)" levels. In the context of the SAMR model, reaching these transformative levels signifies a vital shift toward student-centered practices and the diversification of student roles (Blundell et al., 2022).
Notably, during the assessment accommodation phase, Adobe Express's *Animate from Audio* function redefined traditional oral presentation tasks by diversifying how students documented and demonstrated their learning. Together with AI text-to-image tools, which allowed students to generate festival-themed background images for their English introductions, this approach established a low-anxiety and highly engaging assessment pathway. Data were collected and analyzed using triangulation, synthesizing observational checklists on emotional behavior and classroom participation, which were completed by a learning and support assistant (LSA) and semi-structured interviews with two peer tutors. The findings indicate that this highly visual and structured technology-integrated model effectively reduces the student's cognitive load, significantly alleviates performance anxiety, and enhances both English learning motivation and the quality of peer interactions. Ultimately, this study provides an evidence-based paradigm for English language curriculum accommodations in high school inclusive education settings.

Keywords: *Generative AI, Action research, Inclusive education, Technology-assisted instruction, Curriculum adjustments*

Session 4: Inclusive Teaching & Global Communication

Incorporating the terms “integrated” and “holistic” into the teaching of English pronunciation and grammar

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Abstract

In this talk, I will present ideas how the teaching of English pronunciation and grammar, two core subjects in English education, may be made more integrated and holistic, and how it can benefit both the learners and the instructors.

Although generative models generally present language as a mechanical interplay of finite and codifiable synchronic derivational rules (Chomsky 1995, Chomsky 2000), being a constantly evolving totality of all its synchronic and diachronic variants, language may not be disconnected from its historical and sociolinguistic variation (Hackstein 2024). Many of its aspects, including sociogeographical variation (synchronic varieties of language), relationship between pronunciation and orthography, as well as the properties of the phonological, morphological, syntactic, and lexical systems of language can only be thoroughly understood via their historical and/or sociolinguistic analysis. This directly means that, in order to provide the learner with a more complete picture of the target language, a holistic training programme is required: in such a holistic curriculum, language is presented in a more realistic and contextualized way, whereby its static “standard” variety is integrated into the multi-dimensional totality of its synchronic and diachronic variation.

The incorporation of the sociolinguistic and historical aspects of language into language curriculum may be done in many different ways, and some simple examples will be discussed during the presentation, focusing on the instruction of pronunciation and grammar (morphology and syntax). Regarding the former, more importance needs to be given to the presentation of the selected pronunciation model (typically, “standard language”) within the broader range of the existing models of pronunciation (traditionally defined as “dialects”). In the case of grammar, both sociolinguistic and historical variation need to be integrated into the instruction, the former to account for the differences between “standard” and “non-standard” varieties of language, and the latter to account for the diverse morphological and syntactic language patterns that cannot be adequately explained as resulting from synchronic derivational rules.

Session 4: Inclusive Teaching & Global Communication

Reasoning before Argument: Teaching Toulmin's Model through Logical and Social Reasoning in EMI EFL Classrooms

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Abstract

Toulmin (2003) proposed six elements of argumentation: Claim, Data, Warrant, Backing, Qualifier, and Rebuttal, which have been widely used in the teaching and assessment of argumentation and debate. Some EFL scholars have adopted modified versions of this framework (e.g., Cheng & Chen, 2009; Mjidai, Janssen, & Graaff, 2021). However, critics of this "form-based" approach argue that merely including Toulmin's six elements does not necessarily result in effective argumentation (see Xu & Liu, 2026, for a review). Xu & Liu (2026) therefore propose five evaluative scales for learner writing, as in (1) and (2):

(1) It is no doubt that student with good English skills are more confident to communicate with others. School should encourage students to learn English. It doesn't have to go through English test for college students to graduate. (Scale 1: very vague and irrelevant; Xu & Liu, 2026, p. 11)
(2) From many perspectives, internship really has its irreplaceable value for college students. It can <…> improve students' professional skills and comprehensive quality through practice.
(Modified. Scale 4: mostly clear and relevant; Xu & Liu, 2026, p. 11)

However, the descriptions of these scales remain relatively vague. The foundation of Toulmin's model lies in the causal relation between a Claim (or Conclusion) and its supporting Data, represented as [C, because D] (Toulmin, 2003, p. 99). One problem with example (1) is that it cannot be clearly formulated as [C, because D]. A second issue concerns the use of negation: argumentative claims should be affirmative in order to be assertive. A third issue applies to both (1) and (2): claims should be localized and context-specific. Writers should specify the group to whom the claim applies. For instance, (2) may be revised as follows:

(3) [College students in teacher-training programs should complete internships because …]

This qualitative study reports a case study of reason-based tasks for teaching Toulmin's model in an EMI program at a college in Taiwan. Students take a Writing course in their freshman year and a Listening and Speaking course in their sophomore year. The instructional sequence consists of six steps. In the freshman year, students learn logical reasoning through the structure [A because B]. They then participate in "Which is better, A or B?" activities to practice localizing claims, followed by social-issue writing tasks involving counterexamples and rebuttals. In the sophomore year, students engage in debate activities using Toulmin's six elements, comparison tasks involving "A, B, and C," and exercises requiring analytic skills to identify commonalities and differences. In the final task, students practice argumentation by localizing their conclusions, such as "Students in Taipei should have less homework because they already receive substantial assignments from cram schools." After two years of implementation, students successfully learned to use Toulmin's six argumentative elements. However, they did not consistently transfer the reasoning skills developed in earlier activities to later argumentative tasks. The findings suggest that argumentation instruction should include systematic review and reinforcement of earlier reasoning activities before introducing more advanced debate and writing tasks.

Session 4: Inclusive Teaching & Global Communication

CALLA-Based Cluster Mapping for Vocabulary Review Among Low-Proficiency EFL Learners

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Abstract

Low-proficiency EFL learners often have difficulty reviewing and retaining newly learned vocabulary, especially when vocabulary learning is treated mainly as memorizing isolated word lists or L1 translations. Although such review methods may help learners recognize words in the short term, they do not always provide enough support for organizing vocabulary meaningfully. Without structured opportunities to notice relationships among words, learners may struggle to move vocabulary from short-term exposure to longer-term retention. This issue is particularly relevant for learners with limited vocabulary knowledge, who may need more explicit guidance in how to review and connect new words. This paper reports on a CALLA-based cluster-mapping practice implemented in a freshman English classroom in Taiwan and examines whether it supported vocabulary review and retention among low-proficiency learners. The instructional design was guided by Chamot and O'Malley's Cognitive Academic Language Learning Approach (CALLA), which emphasizes explicit learning-strategy instruction. In this study, cluster mapping was used as a review activity to help learners group, associate, and organize target vocabulary visually rather than review words as separate items. Thirty-eight students in an intake-level freshman English course participated in the study. Instruction was carried out across two textbook units on clothes and technology, both of which provided lexical sets suitable for cluster-mapping activities. Immediate and delayed unit tests were administered one week apart to examine vocabulary review and retention. Each test included bilingual matching items for form-meaning recognition and fill-in-the-blank items for contextual word recall. The results showed significant gains from the immediate to the delayed tests across both test formats and instructional units. These gains suggest that CALLA-based cluster mapping may support vocabulary retention beyond initial review. For low-proficiency EFL learners, cluster mapping may offer a more structured and visual alternative to rote vocabulary review, particularly for students who have not yet developed effective vocabulary learning strategies. Future research might examine the effectiveness of cluster mapping across different proficiency levels, vocabulary types, and instructional contexts.

Keywords: CALLA, cluster mapping, vocabulary review, vocabulary retention, low-proficiency EFL learners

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