科技部補助專題研究計畫成果報告
期末報告

高等教育中以英語學習專業之質性個案研究：環境可供性與投資性（II）

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中 文 摘 要 ： 本質化個案研究主要探討學習者在台灣接受大學商管英語授課的學習歷程，而在本案研究過程中，筆者發現一項重要但鮮少被探究的議題—學習者反抗（learner resistance）—也就是學生對於英語授課的反對態度、想法與行為，故本文將透過 3 位本籍生及 2 位外籍生對英語授課之經驗看法，討論學習者對英語授課反對的時機及原因。本研究主要資料來源，包含：學生訪談、學習敘事、課室觀察等，並採用 Lincoln 及 Guba （1985）的 Constant Comparison Method 進行分析。本研究發現，學生會運用多次曠課、上課無法專心、常忘記所學內容、改選華語授課科目、考慮轉換專業等反抗行為，來反應他們無法接受單方傳遞、無關生活、或無挑戰內容的英語授課方式，這或許是起因於文化上的不適應。本文無意指責英語授課課程或教師，也不是要概化研究結果，而是希望透過學習者反抗的概念，強調提供互動式、具挑戰性、及文化回應教學的重要性，並提供未來研究與教學的建議/方向。

中文關鍵詞： 英語授課、學習者反抗、學習者動能

英 文 摘 要 ： This paper reports a significant, under-researched theme emerging from a qualitative case study on learners' experiences in an undergraduate Commerce English-taught program (ETP) in Taiwan. In this study, learner resistance was defined as the oppositional voices and actions against English-medium instruction (EMI). This paper uses three local and two international students' narratives to discuss when and why learner resistance occurred. Multiple sources of data, including interviews, learning stories, and observations, were gathered for analysis and triangulation. Data were analyzed based on Lincoln and Guba's (1985) Constant Comparison Method. The findings of this study showed learner resistance to non-interactive, non-relevant, and/or non-challenging English-mediated pedagogy via course absences, absent-mindedness, selection of Chinese-mediated courses, and change in career paths. Such resistance results mainly from sociocultural factors, and hence a more interactive, cognitively challenging, and culturally responsive pedagogy is suggested. It is noted that this paper does not aim to generalize findings or criticize any

instructors/ETPs. Instead, it aims to shed light on future EMI pedagogy and research from a critical or poststructuralist perspective.

台灣高等教育「全英語授課」教師專業發展之探討高等教育中以英語學習專業之質性個案研究：環境可供性與投資性 (Part II)

中文摘要

本質化個案研究主要探討學習者在台灣接受大學商管英語授課的學習歷程，而在本案研究過程中，筆者發現一項重要但鮮少被探究的議題—學習者反抗 (learner resistance)—也就是學生對於英語授課的反對態度、想法與行為，故本文將透過 3 位本籍生及 2 位外籍生對英語授課之經驗看法，討論學習者對英語授課反對的時機及原因。本研究主要資料來源，包含：學生訪談、學習敘事、課室觀察等，並採用 Lincoln 及 Guba (1985) 的 Constant Comparison Method 進行分析。本研究發現，學生會運用多次曠課、上課無法專心、常忘記所學內容、改選華語授課科目、考慮轉換專業等反抗行為，來反應他們無法接受單方傳遞、無關生活、或無挑戰內容的英語授課方式，這或許是起因於文化上的不適應。本文無意指責英語授課課程或教師，也不是要概化研究結果，而是希望透過學習者反抗的概念，強調提供互動式、具挑戰性、及文化回應教學的重要性，並提供未來研究與教學的建議/方向。

關鍵詞:英語授課、學習者反抗、學習者動能

註: 此報告為初步研究成果，最後研究成果將撰寫成期刊論文，因此，如須參考最新研究結果，請洽計劃主持人。

English Abstract

This paper reports a significant, under-researched theme emerging from a qualitative case study on learners' experiences in an undergraduate Commerce English-taught program (ETP) in Taiwan. In this study, learner resistance was defined as the oppositional voices and actions against English-medium instruction (EMI). This paper uses three local and two international students' narratives to discuss when and why learner resistance occurred. Multiple sources of data, including interviews, learning stories, and observations, were gathered for analysis and triangulation. Data were analyzed based on Lincoln and Guba's (1985) Constant Comparison Method. The findings of this study showed learner resistance to non-interactive, non-relevant, and/or non-challenging English-mediated pedagogy via course absences, absent-mindedness, selection of Chinese-mediated courses, and change in career paths. Such resistance results mainly from sociocultural factors, and hence a more interactive, cognitively challenging, and culturally responsive pedagogy is suggested. It is noted that this paper does not aim to generalize findings or criticize any instructors/ETPs. Instead, it aims to shed light on future EMI pedagogy and research from a critical or poststructuralist perspective.

Key Words: English-medium instruction, learner resistance, and learner agency

Learning Discipline-Specific Content through English-Medium Instruction in Higher Education in Taiwan: A Qualitative Case Study on Affordance and Investment (Part II)

INTRODUCTION

Investigating the types of affordance and investment recognized by students in an undergraduate Commerce English-taught program (ETP) with proportionally more international students, the previous MOST project (a) discovered not only language but also social-cultural affordances, (b) cautioned against the guarantee of intercultural interaction simply due to the enrollment of international students, and (c) suggested the significance of international peers in intercultural interaction. With the same theoretical framework and research design as the previous MOST project, this project aimed to understand students' learning experiences in another type of ETP, i.e., an undergraduate Commerce ETP with proportionally fewer international students. Instead of exploring different types of affordances and investment in such a program, this paper reports a new, significant theme emerging from this study—learner resistance in English-mediate practices—and hence provides suggestions for future pedagogy and research.

LITERATURE REVIEW

Research on English-mediated Instruction

Many studies on English-medium instruction (EMI) have shown not only students' favorable attitudes toward EMI (Huang, 2009; Hudson, 2009; Sert, 2008; Werther et al., 2014) but also their academic or linguistic growth (Evans & Morrison, 2011; Huang, 2009, 2012; Pessoa et al., 2014). Yet, a growing body of research has presented students' concerns about the quality of learning content via English. Learner complaints have highlighted instructors' lack of English proficiency or pedagogical training, as well as students' lack of background knowledge and academic English/culture (Chang, 2010; Hengsadeekful et al., 2014; Huang, 2009, 2012; Huang & Jhuang, 2015; Pessoa et al., 2013; Tatzl, 2011). In particular, students, especially those with lower English proficiency levels or limited exposure to EMI, may encounter difficulties in transitioning from learning English in high school to learning content in English in university settings (Evans & Morrison, 2011; Huang, 2009; 2012). Thus, Hou, Morse, Chiang, and Chen (2013) urge scholars to ensure quality supervision of ETPs.

Although previous research has reported students' challenges in learning content via English, most framed such difficulties as *complaints* stemming from pragmatism but rarely from the poststructuralist perspective of *learner resistance* inspired by Canagarajah (1993, 1999). In this study, learner resistance is defined as students' oppositional attitudes or behaviors that scorn or defy the authority or system, such as skipping classes, remaining unengaged in class, and

becoming forgetful. With few exceptions (Canagarajah, 1993, 1999; Jing, 2006; Miller & Zuengler, 2011; Sakui & Cowie, 2008), such defiant actions are often overlooked in English as a foreign language (EFL) research, especially in EMI studies. In this regard, understanding when and why learner resistance occurs in ETPs can help stakeholders recognize these missing voices and therefore adjust practices as necessary.

Given the significance of learner resistance, this paper reports the occurrence of learner resistance in English-mediated practices and the reasons behind such actions by drawing on both local and international students' learning experiences in an undergraduate Commerce ETP in Taiwan. In so doing, this paper aims to shed light on EMI studies from a critical or poststructuralist perspective.

Research on Learner Resistance

Resistance, according to Long (1994), is "a force that opposes or retards" and "an active construct rather than a passive absence of something" (p. 14)[1]. With an aim to depict learner resistance, this study does not develop resistance pedagogy (Giroux, 1983). Instead, following Jing's (2006) proposal, it adopts Canagarajah's (1999) notion of resistance as learner agency to oppose and appropriate English to meet learners' own needs/interests. Such oppositions have been expanded to "designate actions and attitudes that *do not directly challenge* but *scorn* the system" (McVeigh, 2002, p. 1985), illustrative in sitting in the back of classrooms, no/limited responses, class absences, absent-mindedness, and indifferent or rude behaviors (e.g., sleeping and chatting) (Escandon, 2004). In this regard, learner resistance is referred to as the exercise of agency to oppose, scorn, and/or appropriate English-mediated practices for better academic investment.

In the literature, learner resistance has been primarily explained from socio-cultural or socio-political factors rather than psychological factors. Such resistance can be observed in the clashes of learning cultures, learning agendas, and/or learning investment. For example, in examining the use of American textbooks in Sri Lanka, Canagarajah (1993, 1999) showed learner resistance to cultural alienation by writing marginal glosses or changing stories to meet learners' own interests. In addition, Jing (2006) discovered a mismatch between learners' product-oriented goals and instructors' process-oriented agendas in metacognitive teaching, resulting from the macro-level pressure from institutional emphasis on exams and the micro-level pressure from individual focus on grades. Last, Sakui and Cowie (2008) expanded cultural resistance to the neglect of learning investment. They discovered that students might not take responsibility for their own learning when encountering new pedagogy that encouraged learner

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[1] In this study, resistance and opposition are used interchangeably.

autonomy in Japanese university settings. Such resistance might be attributed to the lack of attention paid to students' prior identities or investment in languages.

In summary, interrelated psychological, sociocultural and sociopolitical factors may contribute to student resistance of EFL.

METHODOLOGY

Drawing from a qualitative case study on students' learning experiences in an undergraduate Commerce ETP in Taiwan during the 2013 academic year, this paper analyzes data related to occurrences and reasons of learner resistance. A qualitative case study design was used to "investigate a contemporary phenomenon in depth and within its real-life context" (Yin, 2009, p. 18), which in this case manifests as learner resistance in EMI practices.

Context and Participants

The qualitative case study took place in a Commerce College in a public university in Taiwan. In this College, one ETP is offered for local and international students. Demonstration of intermediate English proficiency is required before enrollment in this program. This program offers content courses taught by subject-matter instructors, and those who take more than 18 credits (6 courses) are granted a certificate. Such EMI content courses, however, are open to all students in the university; that is, as long as one is a student in the university, one can take such courses, but ETP students have priority in course-selection.

In this paper, participants included three Taiwanese students (Amy, Ken, and Brad) and two international students (Leo and Peach). All of them responded to the advertisement for participant recruitment. Four of the five participants were juniors (except Leo who was a senior at the time) majoring in International Trade during the 2013 academic year. Four of the five students reported passing the GEPT high-intermediate exam or receiving high TOEFL scores, except Leo who did not provide such information. All students perceived their English abilities to be good and after several years of study in the ETP, they reported that their skills either remained the same (Leo) or became better (Amy, Ken, Brad, and Peach). Table 1 shows demographic information of these student participants.

Table 1

Demographic Information

	Nationality	Native language	Educational level	Age	English proficiency
Local Ss					
Amy	R.O.C.	Chinese	Junior	21	GEPT High-intermediate
Ken	R.O.C.	Chinese	Junior	21	GEPT High-intermediate
Brad	R.O.C.	Chinese	Junior	21	GEPT Intermediate
International Ss					
Peach	Philippines	English	Junior	21	TOEFL 95
Leo	Nicaragua	Russian + French	Senior	22	N.A.

Data Collection and Analysis

Multiple sources of data were collected, including student interviews, language journals, observations, and two learning stories. Since only Brad kept language journals, primary data were composed of student interviews and stories, supplemented with observations and journals for triangulation. Table 2 shows the methods of data collection.

(a)   Interviews: From September 2012 to June 2013, all students were interviewed three to five times in a language they felt comfortable expressing themselves in; that is, all the students except Peach were interviewed in Chinese. Interview questions included students' English-learning and English-mediated learning experiences, intercultural interactions, opinions about ETPs and their change over time. These questions were developed based on Carspekcen's (1998) guidelines. Interview data were transcribed verbatim.

(b)   Observations: Only one of Brad's, Ken's, and Peach's English-mediated content courses was observed for triangulation, since Amy did not take EMI content courses in her junior year and since Leo's courses overlapped with the research assistants'. In observations, student responses, as well as student-teacher/student-student interactions, were noted. Unlike interviews, observation data were transcribed when relevant to themes.

(c)   Learning stories: Four of the five students wrote two stories about their English-learning and English-mediated content-learning experiences. (Brad did not have sufficient time to write the second narrative.). All of the narratives were written in English and used for triangulation.

Table 2

Data Collection Methods

	Interviews	Observations	Stories	
	Times **Time (hrs.)**	**Subject title** **Time (hrs.)**	**1st (words)**	**2nd (words)**
Local Ss				
Amy	5 9.5	N.A.	101	515
Ken	5 10.5	Information Management 3	1216	448
Brad	5 9.5	International Trade 3	3195	N.A.
International Ss				
Peach	4 6.5	Finance 3	1075	501
Leo	3 5.5	N.A.	374	307

Using Lincoln and Guba's (1985) Constant Comparison Method, the researcher read through the participants' stories and summaries of interviews. Then, she analyzed stories and interview transcripts before analyzing observation data. For this paper's purpose, only those data related to learner resistance were marked and analyzed. Initial codes were arranged to generate specific codes (e.g., skipping courses) and themes (e.g., resisting pedagogy).

PRELIMINARY RESULTS

The preliminary findings showed learner resistance to English-mediated pedagogy; that is, all the participants expressed frustration when taking such content courses. They reported that the classes were not interactive, practical, and/or challenging as expected, which might be illustrated by their skipping class, abandoning their desire to earn certificates, considering a change in career paths, and/or taking Chinese-mediated content courses.

Skipping classes was the choice of Amy and Peach when they felt they did not learn much, usually in such large, non-interactive courses as Economics and Finance. More specifically, Amy expressed difficulty understanding her Economics instructor's lectures, presumably because of the distraction by her peers and inability to listen and simultaneously reflect on the content. She soon began to "experiment" to solve this problem by self-study rather than attending courses, and to her surprise, she got more than 85 out of 100 in the test—a higher score after she skipped courses—by reading textbooks independently. Such success might result from the use of Chinese textbooks as references and her strong reading abilities. Although she took pride in getting good scores by self-study, she soon began to question the role of instructor or English-mediated

content courses. As she expressed, "My English is not good enough to [understand lectures] as I do in Chinese. So, I often drifted off… so I just read textbooks by myself … because I think English textbooks are well-written" (A-IN1). With such dissatisfaction, it is unsurprising that Amy gave up taking English-mediated content courses her sophomore year. As Amy explained,

> I've taken both of these courses [EMI content courses and English courses], but ended up giving up the professional courses because after taking those classes for three semesters, I don't think the way to teach students some academic knowledge, like Accounting or Economics in English, could actually improve my learning quality. (A-S2)

Similar to the local student Amy, the Philippines female student, Peach, expressed dislike for non-interactive courses, which, unlike Amy, were often associated with learning only from textbooks. She used courses like Management to illustrate how to learn from peers' and instructors' experiences in contrast with learning from textbooks in such non-interactive courses as Accounting and Economics. Peach reported in our first interview:

> P: It also depends on the course. In Economics and Accounting you don't need to really attend, you need to study by your own.
>
> R: Because?
>
> P: It's the nature of the course.
>
> R: The nature of the course?
>
> P: …. Management course you need case study and discuss …. but in Economics and Accounting you don't need to discuss, what right is right what wrong is wrong so you have a specific answer and then but in Management [it] is very subjective like it depends on the case and then depends on the people so yeah and then more on interactions… because in an organization you need to know how to interact with Taiwanese and foreigners, is not so much on the book. (P-IN1)

Peach preferred learning from practical cases in discussions directly related to subject matter rather than learning from simply summarizing textbooks. Likewise, the quality of teacher delivery might also be hindered by instructors' English proficiency and/or strong accent. Peach excused her absences with these concerns and explained her reliance on self-study to pass courses. She did not like those courses taught by instructors with inadequate English proficiency until her junior year when one of such professors could explain in a way she could understand.

In addition to skipping class, students like Ken and Leo would remain silent in non-interactive courses or become forgetful when such courses included discussions of abstract concepts rather than practical examples. For instance, unlike the Taiwanese female student, Amy, Ken diligently attended courses, which did not equal his satisfaction with English-

mediated content courses. As Ken expressed in his narrative, "For me, the ETP professional course is not that influential" (K-S2). He further explained:

> Seriously, for the content of the course, I have no idea how it influences me; it's just like senior high school, listening during the class, one-way delivering, and back to home study, finally aiming to score high on the test. I cannot figure out what's the difference between college and senior high school. This kind of feeling continues in Statistics, Financial Accounting. I feel like I am still a test-taking machine, studying those theories. I can barely see how it makes my life better; it's kind of no use to my daily life. (K-S2)

In our later interview, Ken used Information Management to exemplify preferable pedagogy with examples relevant to his life given by the instructor. In this class, he sat in the front of the classroom and asked questions when necessary. Such joy and vivid explanations contrasted with his vague accounts of learning in Accounting, thereby motivating him to consider Changing his future career and/or choosing courses based on the medium of instruction. Indeed, learner resistance might occur when relevancy is not developed or interaction is not established.

Among the five participants, Leo expressed the strongest resistance to non-interactive pedagogy. In his second narrative, he listed his dissatisfaction with English-mediated content courses by saying:

> My experience taking ETP courses was not as satisfactory as expected:
> - Professors read their PPT slides like if they were ROBOTS! They read slide by slide and that's it, nothing more than that….
> - There's no room for discussion or Q&A. Their main goal is to finish an X amount of slides in a 3 hours period. If you ask them questions, most professors will reply by simply reading a paragraph from one of the slides! (L-S2)

It was difficult for Leo to adjust to this one-way delivery as his prior learning experiences were interactive. Yet, he gradually learnt to become quiet and adjust to the Taiwanese university culture. As his Chinese language skills improved, he began to take Chinese-mediated courses in his junior year and discovered a great difference in teaching style; that is, in the Chinese-mediated courses, the instructor would remember students' names, interact with students, encourage students to speak up, and use the latest news to make the course content relevant. Leo thus felt more comfortable posing questions and interacting with peers, even in Chinese, and such experiences humbled him. By his senior year, he no longer concerned which language was used as the medium of instruction.

In addition to being non-interactive or non-relevant, students resisted EMI because it lacked academic rigor often due to instructors' inadequate English proficiency and/or the presence of

international students. Take the Taiwanese male student, Brad, as an example. Like Amy, Brad also skipped classes and ended up with better grades in Calculus—a course considered "easy" for him—because the presence of international students, with inadequate mathematical skills, lowered the instructor's expectation. As he expressed, "Let me take Calculus as an example…. I don't like to take courses with international students, especially those exchange students because first of all they do not really want to take courses and they also believe teachers would not flunk them" (B-IN1). He confessed that since he had already acquired such knowledge from high school, he simply reviewed one night before the mid-term exam and still got more than 90 out of 100, thereby rendering his absences. As he explained, "the instructor needed to balance [the test difficulties]…. I was quite shocked that in our mid-term exam, we had a high-school Calculus exercise!" (B-IN1). With the belief that adopting English as a medium of instruction and/or recruiting international students might not be beneficial, Brad decided not to earn the certificate and instead to take reputable English-mediated content courses, such as International Trade, where interactive and challenging tasks humbled him. In these classes, he started to value the presence of international students and understand the differences between academic and everyday English.

In summary, English-mediated pedagogy in this Taiwanese context seems equivalent to "non-interactive," "non-relevant," and "non-challenging," thereby leading to learner resistance which manifested as absences, absent-mindedness, of the selection of Chinese-mediated content courses, and change in career goals.

DISCUSSION

This study contributes to EMI studies by identifying the occurrences of and reasons for learner resistance. The opposition manifested in learners' scornful or defiant attitudes and behaviors, such as skipping classes, acting disengaged in class, abandoning their desires to earn EMI certificates, choosing Chinese-mediated courses, and changing career paths. Such behaviors as remaining silent, skipping classes, and changing academic interests might be easily ignored by instructors because they are "normal" behaviors of young Asian students. Yet, these behaviors, according to international and local undergraduate learners, revealed their dissatisfaction with and appropriation of non-interactive, non-relevant, and/or non-challenging English-mediated pedagogy. The resistant actions became an exercise of learner agency and a way to reconcile their learning struggles (cf. Canagarajah 1993, 1999).

This study also showed that learner resistance to EMI may not result from psychological factors but instead from sociocultural factors. None of these student participants revealed the same low self-esteem as indicated in Hiemstra and Brockett's (1994) research, and hence psychological factors may not account for students' disempowering experiences in EMI. Yet,

sociocultural factors related to transiting across cultures may come into play. First of all, students complained about courses like Accounting rather than Management because the former presents more abstract and less relevant knowledge in a less interactive way than the latter. Such results reflect learners' difficulties in adjusting to the theoretical, academic, and business cultures, confirming the previous research that establishing a link between theory and practice is needed (Huang, 2014; Walqui & van Lier, 2010).

In addition, local students like Amy and Ken with no prior EMI experiences might not know coping strategies for difficulties pertaining to listening or reading in English. Without adequate scaffolding, these two students began to study independently, with Amy's choice being to skip classes and Ken's being to look up every new word in a dictionary. Such responses remind instructors that learners might have difficulties in transitioning from a learning environment where English is a subject to an environment where English is the medium of instruction (Naoko & Naeko, 2006). In particular, these students need linguistic scaffolding regarding effective listening/reading strategies, as well as academic scaffolding pertaining to effective study habits (Chang, 2010; Crawford Camiciottoli, 2010; Huang, 2012).

The international students like Peach and Leo also displayed difficulties in cultural adjustment as they transitioned from the learning culture at home to that in Taiwan. Cultural resistance involved instruction of no/limited teacher-student or student-student interaction, supplementary materials, connections to practices, and task/test types. This kind of instruction, according to Peach and Leo, may be related to instructors' limited English proficiency, as well as the local learning culture. Leo was particularly concerned that although he might know the "why" of a principle, he was still unable to know "how" to take a test, the opposite of which he believed was true for local students. As such, it is pedagogically significant to teach instructors how to scaffold learners to perform tasks via English (Coyle, 2007; Coyle et al., 2010; Huang, 2014), as well as to critically examine the validity of tests, tasks, and styles of pedagogy.

Learner resistance is further complicated by students' beliefs that Chinese-mediated courses provide more challenging materials and better instruction. These assumptions compelled unsatisfied students like Amy to abandon her desire to take any English-mediated courses. Likewise, Brad chose only reputable English-mediated courses, and Leo (the international student) took Chinese-mediated classes. It is thus important to examine the validity of these claims, and the ways such beliefs are constructed, maintained, and/or negotiated in the ETP become pedagogically significant.

Another sociocultural factor is related to the lack of interaction between local and international peers. All the local students engaged in limited interaction with their international peers, while international students reported more interaction with other international peers than their local peers. This realization is not surprising, since the local students outnumber

international students, class interaction is restricted, and tasks requiring peer interaction are not common in this program. More concerning, however, is learners' beliefs that the presence of exchange students might lessen their own learning opportunities. The international students were often viewed as lacking mathematical skills, while the exchange students were perceived as not being hard-working. With limited cross-cultural scaffolding, the local student, Brad, attributed courses with low teacher expectations to the presence of exchange students. He did not value their presence until his instructor asked him to work with them. In this respect, local students with good mathematical skills could teach international peers with difficulties in such subjects. Certainly, as this study and others (Dunne, 2009) suggest cultural diversity does not promise intercultural interaction, and hence instructors should provide more space for intercultural contacts (Dunne, 2009) to bridge the gap between different cultures and communities (Pawan, 2008).

CONCLUSION

Instead of reporting different types of affordances and investments, this research project focused on one significant, under-researched theme--learner resistance. This paper does not aim to generalize findings or criticize any ETPs or instructors but rather to shed light on EMI pedagogy from a critical or poststructuralist perspective. The findings of the study reveal that learners resisted non-interactive, non-relevant, and/or non-challenging English-mediated pedagogy primarily due to sociocultural factors. Flipped classrooms might be an option to meet learners' needs in future EMI classes. These classrooms require pedagogical orientation and training to avoid instructor resistance. Given that typical resistant patterns and motivations in EMI practices might differ from those in EFL contexts, future EMI research might also explore when and why resistance occurs in other curricular designs. Since this study did not include a significant amount of observation data, classroom discourse analysis could be adopted for future studies. In so doing, such research will benefit future EMI pedagogy and professional development.

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RDT08

行政院國家科學委員會補助國內專家學者出席國際學術會議報告

<div align="right">103 年 04 月 10 日</div>

報　告　人姓　　　　名	黃怡萍	服 務 機 關及 　職 　稱	政治大學英文系 助理教授
會　議　時　間地　　點	103/04/03-103/04/07 Philadelphia, Pennsylvania, U.S.A.	本 會 核 定 補 助 文 號	NSC 102-2410-H-004-059
會　議　名　稱	American Educational Research Association (AERA)		
發　表　論　文　題　目	Cultural Capital in English as a Lingua Franca: A Poststructuralist Perspective		

報告內容應包括下列各項：

1、 參加會議經過:
　　第一天 週四: 搭機赴美
　　第二天 週五: 報到、認識環境、發表論文、參加書展
　　第三天 週六: 參加各論文發表場次與書展
　　第四天 週日: 參加各論文發表場次
　　第五天 週一: 凌晨搭機回台

2、 與會心得:
　　第一天 搭機赴美
　　　　　班機延誤至週五凌晨才抵達費城，原訂認識環境亦無法進行

　　第二天 報到、認識環境、發表論文、參加書展
　　　　　報到與認識環境: 本次分成兩大會場，距離非常近，易於場次之間的轉換
　　　　　發表論文與心得：本場次由五篇文章組成 roundtable discussion，其主題為
　　　　　Research on Cultural and Linguistic Capital，這種方式的討論比之前常參與的
　　　　　paper presentation 還要可以跟觀眾互動並得到其回饋，而 chair 負責主持並發
　　　　　問問題，其中她詢問台灣學生為什麼都以英文為 capital，而其他學者也很好
　　　　　奇，墨西哥受訪者自我認同，及如何取得受訪者信任等提問都足以讓作者反思
　　　　　未來研究寫作的方式與方向。
　　　　　參加書展: 思考添購關於研究方法與英語教學的相關書籍

　　第三天 參加各論文發表場次與書展
　　　　　參加場次與心得:
　　　　　Embodied Epistemologies and Methodologies in the Digital/New Media
　　　　　Curriculum
　　　　　1. Understand evolution of touch (philosophically, technologically, and
　　　　　　 empirically) and its effects on learning
　　　　　2. Understand the interrelation between human and computer via embodied
　　　　　　 curriculum
　　　　　3. Understand embodied research via avatar-making and self-making (mixed

          reality)

4. Understand the importance and function of digital devices in a teacher development group
5. Understand teachers' design of and students' responses to 3-D embodied learning environment
6. Learn how to conceptualize technical tools and apply such concepts to the field of TESOL

Narrative Research: Ontological, Epistemological, and Axiological Wonders

1. Understand how students shifted from "I-It" to "I-Thou" relation through reflecting on their stay in a study abroad program in China
2. Understand how to methodologically conceptualize place in narrative inquiry
3. Understand international perspectives on how place shapes researchers' lives as narrative inquirers
4. Understand how to conduct, write, report, and extend narrative inquiry
5. Rethink about the concept of place in the researcher's future project

書展購書: 購買質化研究、第二外語教學、英語教學與種族的最新相關書籍

第四天 參加各論文發表場次
參加場次與心得:
Negotiating Identities, Cultures, and Discourses in Educational Settings

1. Understand how students composed identities with social media tools
2. Understand social identities and social relationships constructed through writing practices
3. Understand embodied silence and speech in a class of language-minority students
4. Understand adolescents' engagement with narrative texts
5. Understand desire and composition from a Lacan theory
6. Understand how identities are constituted via speech and silence and think about the application of such work to the ELF environment
7. Understand identity negotiation in discourse and its implication in teacher education

Funds of Knowledge in Families' Contributions to Education

1. Understand how to use videos as a faculty development tools and rethink the possibility to apply this idea to the Taiwanese context
2. Understand funds of knowledge of seven Roma houdsholds (clarify myths of Romania people and understand what we can learn from them and ethnography)
3. Understand how to support family to teach math in Latino communities (to strengthen the relationship between family and teachers; to help pre-service teachers understand that Latino parents are not stereotypically negligent about their children's education)

第五天 凌晨搭機回台

3、 考察參觀活動(無是項活動者省略): 無
4、 建議: 無
5、 攜回資料名稱及內容: 會議議程、會務指南、會議摘要、關於購買質化研究、第二外語教學、英語教學與種族的最新相關書籍
6、 其他: 無

國科會補助專題研究計畫項下出席國際學術會議心得報告

報 告 人 姓 名	黃怡萍	服 務 機 關 及 職 稱	政治大學英文系 助理教授
會 議 時 間 地 點	103/08/10-103/08/15 Brisbane, Australia	本 會 核 定 補 助 文 號	NSC 102-2410-H-004-059
會 議 名 稱	AILA World Congress 2014		
發 表 論 文 題 目	Affordance of an English-Taught Program: Roles of Peers		

一、 參加會議經過

世界應用語言學大會為應用語言學界大規模的學術會議，每三年舉辦一次。第17屆世界應用語言學大會於2014年08月10日至15日在澳洲布里斯本舉行，慶祝其50周年紀念，本屆主題為「One World, Many Languages」，共有來自全球各地1600位學者與會，並有2300篇論文投稿，經過121位學者審查後，收錄共1018篇論文發表。

本人跟其他同事於會議前一天(08月09日)抵達布里斯本，完成辦理住宿手續，熟悉當地環境，於隔天(08月10日)下午領取大會議程，參觀書展並購買研究用相關書籍，並按照大會規定上傳PowerPoint Slides，隨後參加主辦單位精心設計的開幕式，由Song Woman 以原住民語為與會人士祈福開啟第17屆世界應用語言學大會，隨後的歡迎茶會，主辦單位也安排無尾熊等動物迎接我們，於茶會中本人透過同事介紹，新認識一些台灣與國外學者，分享研究心得。

而第二天(08月11日)起，會議便正式展開，內容含括各類主題(如:語言習得、語言教學與學習、各專業的語言研究、社會語言學、語言政策與計畫、跨文化溝通、語言與意識形態、語言與社會化、語言與科技、各類型語言分析等)，並以不同的論文發表型式呈現(plenary session、sympoisa、concurrent sessions、posters、ReN colloquium等)。每天平均都有專家進行重要的演說專題與評論，並有跨國組成的研究團隊分享研究成果，另外，也有各個論文的口頭報告及海報等在不同時段與不同會場進行，而各廠商的新書則在最大的會議廳旁設專區展示，供學者瀏覽與訂購。

本人此次的論文發表題目為「Affordance of an English-Taught Program: Roles of Peers」，主要是101學年度科技部補助計畫(NSC 101-2410-H-004-181)的研究成果，被安排在第二天(08月11日)的8:30-9:00「雙語與多國語言」的場次中，本研究主要以van Lier的「ecology of language learning」 中「affordance」 概念，探討同儕在外籍生較多的英語授課學程中學習過程所扮演的角色，台下學者也針對外籍生與本籍生之間的關係提問，也有學者希望能索取理論架構的相關資訊，討論相當熱烈。

除發表論文外，本人也參與共3場的Keynote Sessions、4場的plenary sessions、4場的 invited sympoisa、4場的concurrent sessions、與1場的ReN colloquium。每場的講者都 針對各自專精之研究領域進行精闢演說，提出創見，受益匪淺。茲將各場演講主題與 講者，條列如下：

Keynote Sessions	
1. Experience and success in late bilingualism	Lourdes Ortega
2. Linguistic landscape research as a means for broadening language policy theory and practice	Elana Shohamy
3. Lookalike language and the nature of sociolinguistic globalization	Jan Blommaert
Invited sympoisa	
1. Rethinking "English" in High-Stakes Encounters: The Significance of English as a Lingua Franca	Convenor: Barbara Seidlhofer Barbara Seidlhofer, Brigitta Busch, Mary Jane Curry, Andy Kirkpatrick, Joseph LoBianco, Anna Mauranen, Marie-Luise Pitzl, Elana Shohamy
2. CLIL Content and language integrated learning (CLIL) as a catalyst for research cooperation in Europe and beyond	Christiane Dalton-Puffer, Tom Morton, Tarja Nikula, Teppo Jakonen, Ana Llinares, Emma Dafouz, Do Coyle, & Ute Smit
3. Interdisciplinary approaches to language teaching and learning in contemporary and transnational times	Convenor: Julie Clark Julie Clark, David Malinowski, Angela Scarino, Claire Kramsch, Tony Liddicoat
4. The darker side of Applied Linguistics	Convenor: Alastair Pennycook Alastair Pennycook, Ryuko Kubota, Sinfree Makoni, Lynn Mario T., Menezes de Souza, Tommaso M, Milani
Plenary Sessions	
1. Hearing the inside: The landscape of meaning in Australian languages	Nicholas Evans
2. Language and education in multilingual settings Implementing subject specific language for learning: four educational design studies in science and mathematics classrooms	Convenor: Maaike Hajer Maaike Hajer, Dolly van Eerde, Maria Kouns, Gerald van Dijk
3. Language and social interaction Personal moments of classroom language learning in the history of persons	Convenor: Richard Young Richard Young, Paul D. Toth, Younhee Kim, Silvia Kuntiz, Ruchard Donato, Kristin Davin, Hansun Zhang Waring, Di Yu, Patricia Duff
4. Publishing and Applied Linguistics (Editors' panels)	

Research Network (ReNO1)	
1. Current research on global scholarly publishing: Peer review, writing, & pedagogies	Convenors: Mary Jane Curry, Theresa Lillis, David Hanauer Mary Jane Curry, Theresa Lillis, David Hanauer, Cheryl Sheridan, Brian Paltridge, Theron Muller, Hamamah Hamamah, Hafdis Ingarsdottir, Marlia Mendes Ferreira, Suganthi John, Natalia Judith Laso, Margret Cargill
Concurrent Sessions	
1. D3 Bilingualism and multilingualism ● Can I be a happy bilingual? Voice of a non-native speaker of English ● Reaching out to migrant and refugee communities to support childhood bilingualism and home language maintenance ● Comparing the use of code-switching among three generations of Brunei Malay-English speakers in Brunei	Lan Anh Le Andrea Schalley & Susan Eisenchias Debbie Guan Eng Ho
2. DS2: Language policy and planning	Convenor: M. Obaidui Hamid M. Obaidui Hamid, Trang Nguyen, Huong Thu Nguyen, Nor Liza Ali, Huy Van Nguyen, & Lan Nguyen
3. Sociolinguistics ● ESL international student's identity negotiation in ESL service learning experiences ' ● Identities, code-switching, and stance-taking in multilingual couples disagreement	Li Mao & Donna Chovanec Yufeng Chi
4.Professional identities and pedagogical constructs in a discipline-specific educational in a Malaysian context	Mimi Mohamed

二、與會心得

本次參加世界應用語言學年會，除讓本人能有機會發表研究成果，獲取各項建議之外，同時參加各項的演講場次，著實令人獲益匪淺。尤其是「Language policy and planning」一場，是針對東南亞國家英語授課的研究成果，而「Content and language integrated learning (CLIL) as a catalyst for research cooperation in Europe and beyond」一場，則是分享歐洲不同國家CLIL的實施狀況與研究成果，都與本人研究主題直接相關，因此，會後也向各專家學者索取聯絡方式，以深入了解其理論架構與跨國合作的可能性。其他場次雖與本人研究案主題無直接相關，但各專家學者思維研究方式及其成果，堪為表率，值得效法，未來也將跟其他同事與研究生分享。另外，本次與會也跟其他同事同行，得以討論激盪研究方向，交換心得，彼此勉勵，促進跨校合作。

本次會議的主辦單位相當用心安排，其中配合其國定假日，週三下午兩點後沒有排任何場次，再加上邀請研究澳洲各種語言的學者及安排當地動物拍照等，都是值得效法的行銷策略，美中不足的是，大會手冊並無摘要，每頁也都沒有列出是發表日期，實在並不便民。

三、考察參觀活動(無是項活動者略)
無

四、建議
1. 受本次有關於東南亞國家關於 medium of instruction 相關研究的影響，未來可以組織團隊參與。

五、攜回資料名稱及內容
1. 第十七屆the World Congress of the AILA 會議議程
2. 新添購書籍，羅列如下：

1	Taylor, F. (2014). Self and identity in adolescent foreign language learning. Bristol: Multilingual Matters.
2	Barnard, R. & McLellan, J. (2014). Code-switching in university English-medium classes: Asian perspectives. Bristol: Multilingual Matters.
3	Norton, B. (2013). Identity and language learning: Extending the conversation. Bristol: Multilingual Matters. (2nd edition)
4	Mercer, S., & Williams, M. (2014). Multiple perspectives on the self in SLA. Bristol: Multilingual Matters.
5	Kinginger, C. (2013). Social and cultural aspects of language learning in study abroad. Amsterdam: John Benjamins.
6	Barkuizen, G. (2013). Narrative research in applied linguistics. Cambridge: Cambridge University Press.
7	Borg, S. (2013). Teacher research in language teaching: A critical analysis. Cambridge: Cambridge University Press.

六、其他
無

科技部補助計畫衍生研發成果推廣資料表

科技部補助計畫	計畫名稱: 高等教育中以英語學習專業之質性個案研究：環境可供性與投資性（ II）
	計畫主持人: 黃怡萍
	計畫編號: 102-2410-H-004-059-　　　學門領域: 英語教學研究

無研發成果推廣資料

102 年度專題研究計畫研究成果彙整表

計畫主持人：黃怡萍　　　計畫編號：102-2410-H-004-059-

計畫名稱：高等教育中以英語學習專業之質性個案研究：環境可供性與投資性（ II)

成果項目			量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）
			實際已達成數（被接受或已發表）	預期總達成數(含實際已達成數)	本計畫實際貢獻百分比		
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	3	3	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	2	2	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

	其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等,請以文字敘述填列。)	本計劃案初步分析分別在 2 個重要國際研討會中發表,期刊論文部分則正在撰寫,預計於 2015 年投稿到國際期刊。 1. Huang, Y. P. (2015). Learner Resistance to English-Medium Instruction in Higher Education: A Qualitative Case Study. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Toronto, Canada, March 22nd, 2015. [Local & international students/Resistance] 2. Huang, Y. P. (2015). Student Resistance in an English-Taught Program in Higher Education. Paper submitted to the American Educational Research Association (AERA), Chicago, Illinois, April 18th, 2015. [Local students/Resistance & non-resistance]

	成果項目	量化	名稱或內容性質簡述
科教處計畫加填項目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

科技部補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

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1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估
   ■達成目標
   □未達成目標（請說明，以 100 字為限）
   　　　□實驗失敗
   　　　□因故實驗中斷
   　　　□其他原因
   　說明：

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2. 研究成果在學術期刊發表或申請專利等情形：
   論文：□已發表 □未發表之文稿 ■撰寫中 □無
   專利：□已獲得 □申請中 ■無
   技轉：□已技轉 □洽談中 ■無
   其他：（以 100 字為限）
   國外研討會論文:共發表 2 篇
   1. Learner Resistance to English-Medium Instruction in Higher Education: A Qualitative Case Study. Paper presented at the AAAL Conference, 2015. [Local & international Ss/Resistance]
   2. Student Resistance in an English-Taught Program in Higher Education. Paper to be presented at the AERA conference, 2015. [Local Ss/Resistance & non-resistance]

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3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

   過去針對英語授課的研究，大部分隱含實用主義，鮮少採用批判性、後結構主義的立場，因此，本文主要採用 learner resistance 的概念，探討本籍生與外籍生在英語授課課程的經驗中，對於英語授課的反對態度、行為及其原因，藉以反省和反思高教教學方法，也希望能延伸英語授課在理論上的學術討論，因此，本研究確有其學術與實務上的價值及貢獻。

   本計劃案初步研析分別在 2 個國際研討會中發表，期刊論文部分則正在撰寫，預計於 2015 年投稿到國際期刊。