

出國報告（出國類別：參訪與研討會）

**2015 參訪美國莫瑞州立大學與出席
2015KFLC 國際研討會**

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摘要

本報告說明 104 年 4 月 16 日至 104 年 4 月 27 日前往莫瑞州立大學 (Murray State University) 的英語教學 (Teachers of English to Speakers of Other Languages, TESOL) 學程師生演講，以及進行工作坊學術交流；另一方面，亦是前往肯塔基大學 (University of Kentucky) 參加第 68 屆肯塔基州外語研討會：語言、文學及文化研討會 (The 68th Kentucky Foreign Language Conference: The Languages, Literatures, and Cultures Conference) 進行會議論文報告。內容主要說明本次參訪過程及出席會議過程，包含每日行程與會議參與與報告過程，以及本次出國之建議，與針對相關出訪補助提出未來建議，期望本次的出訪能帶給未來進行相關參訪人員經驗的參考與分享。

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一、目的

本次於 104 年 4 月 16 日至 4 月 27 日前往美國參訪主要有四個目的。首先，本次參訪是為了拓展肯塔基州的莫瑞州立大學與陽明大學之姊妹校友好關係。其次，乃是為了開展個人與莫瑞州立大學 TESOL 學程主任 Latricia Trites 教授關於英語為第一語言與第二語言做筆記的跨校研究。再者，本人受 Latricia Trites 教授所邀為 TESOL 學程的師生進行兩場演講，主題分別為「應用語言學研究」以及「於海外開展學術旅程之前培養文化欣賞素養的重要性」。最後為前往肯塔基大學參加第六十八屆的 KFLC 語言、文獻與文化會議(University of Kentucky's 68th Languages, Literatures, and Cultures Conference)，報告論文題目為「所能仰望的詞彙：第一和第二語言學習者對字彙研究裡假字察覺之探討(Words to Count On: L1 and L2 Speakers' Perceptions of Nonce Words in Vocabulary Research and Some Implications) (附錄一)」。

二、過程

104 年 4 月 16 日從臺灣搭機前往美國，抵達美國莫瑞州立大學後，由 Latricia Trites 博士代表莫瑞州立大學招待晚餐。翌日，我與 Latricia Trites 博士碰面商討英語為第一語言與第二語言做筆記的跨校研究，我們也與人文與藝術(College of Humanities and Fine Arts)學院的院長 Ted Brown 博士，以及英語與哲學系(Department of English and Philosophy)主任 Sue Sroda 博士會面。原本規劃與國際處(Institute for International Studies)處長 Guangming Zou 博士以及學務處副校長 Don Robertson 博士會面，但由於行程有衝突因此只能取消，只有暫先代為轉交友好贈禮以及聯絡方式。



104年4月20日我在莫瑞州立大學進行了兩個小時的演講，演講題目為「作研究：為問題找答案，還是找問題來回答 (Research: Finding Answers to Questions or Finding Questions to Answer)」(附錄二)



隔日，我與莫瑞州立大學 TESOL 學程學生進行了兩個小時的演講與工作坊，講題為「學著適應：成為一位教師的跨文化之旅 (Learning to Accommodate: The Cross-Cultural Journey of a Teacher)」(附錄二)。



完成為期兩天的演講與學術活動課程後，即從莫瑞州立大學前往肯塔基大學參加 KFLC 研討會。研討會從104年4月23日至25日，為期三天。會議第一天我參與 KFLC 研討會關於第二語言習得研究的五個議程，特別是關於以話劇進行外語學習的研究。會議第二天，早上參與 KFLC 研討會關於英語為外語的三個議程，特別是關於探討英語教學的研究。下午則進行論文的報告，題目為「所能仰望的詞彙：第一和第二語言學習者對字彙研究裡假字察覺之探討 (Words to Count On: L1 and L2 Speakers' Perceptions of Nonce Words in Vocabulary Research and Some Implications)」(附錄三)，並參加其他三場關於英語為第二語言的課程設計議程。會議的最後一天，參加四場關於第二語言習得環境議程。



三、心得

在莫瑞州立大學的 TESOL 學程的兩場演講中，學生回應相當熱烈，學生們似乎從演講中獲得他們想要知道的相關訊息。其中一位學生在演講之後寄信給我，感謝我在演講中所提供的資訊 (附錄四)。

在與英語與哲學系主任的會議中，她建議可以與莫瑞州立大學校內的國際研究機構接洽未來的姊妹校合作事宜，我也與 TESOL 學程洽談未來的聯絡與合作合作事宜。

在 KFLC 研討會的第一天，我參與了印第安納大學 (Indiana University) 的 Susanne Even 博士進行的演說。我們在演講後討論了未來在我既有外語教學課程中，加入話劇教學技巧的可能性。我們交換名片，她也答應寄給我相關有助於設計話劇教學的相關參考資料。研討會第二天，我參加了一場由肯塔基大學 (University of Kentucky) 的 William M. Richeson 博士與越南國際大學 (Vietnam National University) 的 Ms. Thanh Hoang 小姐的共同演講。Richeson 博士在人道主義語用學 (Humanitarian Pragmatics) 有相當高的造詣，特別是在醫療情境中。Richeson 博士也受到許多亞洲的大學與醫院邀請演講關於醫院成員與國際的病患間的跨文化英語溝通。在跟他簡略的說明陽明大學的教學情境後，他已同意到陽明大學學生特別小組 (護理系學生、醫學系學生) 進行一系列的授課。

在會議論文報告中，我獲得了相當多的正面回應，以及許多未來進行透過閱讀促進偶然字會學習的寶貴意見。聽眾期望我能夠繼續進行假字的研究，特別是利用假字來界定特定的文字特性如何影響受試者學習首次遇到的生字之學習意願。我也有機會聽到紐約州立大學傑納蘇分校 (State University of New York at Geneseo) Christina Agostinelli 博士演講關於英語為第二語言學習者的動機與差異。我們已經互相交換聯絡方式，並且計劃合作美國的西班牙外語學習與臺灣的英語外語學習比較研究，相信這樣的合作機會未來一定相當頻繁。


四、建議

科技部鼓勵臺灣學者到國外進行合作與交流，然而這樣的機會在臺灣的機會並不多，像是外語或應用語言學研討會比較少能在臺灣以國際規模舉辦，特別是在美國或歐洲舉辦的大學語言學習相關會議。因此建議能夠多爭取語言相關的大型國際研討會在臺灣舉辦的機會，邀請全球各地（像是美國、歐洲等）的學者前來參與。同時，也希望在人文社會科學類的相關補助能夠增加，特別是應用語言學以及社會語言學類的學術活動，以增加本土的學者能夠增加到其他國家報告臺灣本地的研究，登上國際與具品質的會議。

附錄一 會議論文報告投影片

Words to count on: L1 and L2 speakers' perceptions of nonce words in vocabulary research and some implications


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Outline


- Introduction
- Literature Review
- Problem Statement & Research Question
- Methodology
- Results
- Discussion
- Conclusions
- References



2

Introduction (1/5)


- *Incidental Vocabulary Acquisition* largely refers to the process of gaining word knowledge through the task of reading without expecting said word knowledge to be assessed (Hulstijn, 2001).
- In incidental vocabulary acquisition, the purpose of reading is to acquire content knowledge or to simply enjoy reading (Swanborn & de Glopper, 1999).



3

Introduction (2/5)


- Researchers have assessed the knowledge of target words to examine the effects that independent variables have on a word's incidental acquisition through reading.
- The general conclusions of both L1 and L2 studies are that extensive reading provides opportunities for exposure to more vocabulary in varied contexts, something that is not always possible in the classroom.



4

Introduction (3/5)


- There are three main methods that researchers have used to measure vocabulary knowledge incidentally acquired through reading.
- Researchers using a **pretest-posttest methodology** determine participants' acquired word knowledge by comparing results from pretests and posttests (e.g., Horst, Cobb, & Meara, 1998; Horst & Meara, 1999; Kweon & Kim, 2008; Lehmann, 2007; Pigada & Schmitt, 2006; Rott, 1999; Tekmen & Daloglu, 2006; Waring & Takaki, 2003; Zahar, Cobb, & Pada, 2001).
- The second method is a **paired posttest design** (e.g., Jenkins et al., 1984; Nagy et al., 1985, 1987; Shu et al., 1995), in which each participant group receives two vocabulary assessments, with the target words of only one of the assessments occurring within the text read.



5

Introduction (4/5)

- The third and most popular method used is a **posttest-only design** (e.g., Bai, 2001; Chen & Truscott, 2010; Day, Omura, & Hiramatsu, 1991; Dupuy & Krashen, 1993; Heidari-Shahreza & Tavakoli, 2012; Hulstijn, 1992; Hulstijn, Hollander, & Greidanus, 1996; Pellicer-Sánchez & Schmitt, 2010; Pitts et al. 1989; Saragi et al., 1978; Webb, 2007, 2008), in which researchers may or may not compare results with that of a control.
 - Usually, a **posttest-only design uses nonce words as target words**, whose use researchers claim not only eliminates sensitivity to target words that would occur if they appeared on pretests but also controls for outside exposure because participants will not encounter the nonce words outside the target text read (Saragi et al., 1978; Webb, 2007).



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Introduction (5/5)

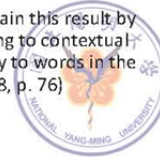
- It is assumed that participants have no previous knowledge of the nonce words prior to the reading of the target text.
- The current study aims to further investigate this assumption by determining whether vocabulary gains as shown on assessments can be attributed solely to incidental acquisition through reading.



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Literature Review (1/7)

- A number of incidental vocabulary acquisition research studies using nonce words as target words have reported anomalies.
- The results of Saragi et al. (1978) presented conflicting data in that some of the nonce words were learned but others not.
 - The researchers attempted to explain this result by attributing the difference in learning to contextual support and nonce word “similarity to words in the mother-tongue” (Saragi et al., 1978, p. 76)



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Literature Review (2/7)

- Pitts et al. (1989) also reported the use of nonce words to be somewhat problematic in “that two items had abnormally high scores. The first item was *nochy*, meaning ‘night.’ This is close to the Spanish word for ‘night’, *noches*. The second item was *moloko*, meaning ‘milk.’” (p. 273)



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Literature Review (3/7)

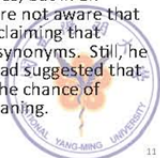
- Waring and Takaki (2003) report “the subjects may have found the learning of substitute words more difficult because they may have already known the real English word forms prior to reading” (p. 151). Interviews revealed that many participants were able to guess the meaning of the substitute words *yoot* (yes) and *molden* (dead); the participants said they assumed the substitute words were synonyms for their corresponding English words. However, some of the participants misunderstood the meaning of the substitute words because of their similarity in pronunciation to English or Japanese words.
 - Waring and Takaki (2003) showed, when a different form of a real word is used, learners will at least consider the word to be a synonym of a known word and at most be aware of the research methodology being employed.



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Literature Review (4/7)

- Webb (2007) acknowledged, “Since replaced forms are not authentic words, it cannot be certain if they behave in the same way as real words,” and goes on to state that studies using nonsense words as real-word replacements are “simulating language learning” (p. 50)
- In a later 2008 study, Webb made sure that the spellings of nonce words did not always conform to English. He admits that this could affect acquisition outcomes, but in an interview, he found that participants were not aware that the target words were disguised forms, claiming that participants may have treated them as synonyms. Still, he notes that one of the article reviewers had suggested that the disguised forms may have reduced the chance of participants being able to infer word meaning.



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Literature Review (5/7)

- Brown, Waring, and Donkaewbua (2008) used substitute words but no mention was made of how their use could have affected acquisition.
- Pellicer-Sánchez and Schmitt (2010) mentioned that it was possible that the uniqueness of the foreign words could have made them more salient, thus increasing the chance of acquisition.



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Literature Review (6/7)

- Bai (2011) noted that the difference between the results in her two studies could be due to “nonsense word[s] maybe be[ing] conspicuous. They likely draw students’ attention and possibly affect the research results” (p. 44)



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Literature Review [Summary] (7/7)

- Findings generally indicate modest amounts of vocabulary growth, with estimates of the number of exposures to target words needed to acquire them ranging from six exposures to more than 20, depending on the study (Waring & Nation, 2004).
- However, these studies question the use of nonce words in incidental vocabulary acquisition research in that nonce words may create a situation in which word meanings are more or less difficult to acquire by participants than real-word equivalents.



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Problem Statement & RQ (1/2)

- Although a number of variables have been investigated for their effects on the incidental acquisition of word knowledge through reading, the usage of nonce words as target words has received little attention.
- Instead, nonce-word usage continues to be justified by researchers preventing participants from becoming aware of the fact that vocabulary knowledge will be assessed.
- It is with these concerns in mind that the current review of previous incidental vocabulary acquisition literature was conducted and the execution of the current study was undertaken.



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Problem Statement & RQ (2/2)

- The principle objective of collecting qualitative data through the use of a post hoc interview was to gain insights on English-L1 and English-L2 speakers’ perceptions of nonce words.
- Analysis of the qualitative data will allow for suggestions to improve research methodologies used when investigating the incidental acquisition of vocabulary through reading.
- RQ: Do adult English-L1 and English-L2 speakers differentially perceive nonce words encountered through the reading of fiction?



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Methodology (1/3)

- English-L1-Speaking Participants ($n = 9$)
 - monolingual English speakers
 - recruited from two general education English literature courses and one general education introduction to applied linguistics course from two Midwestern state universities in the USA
- English-L2-Speaking Participants ($n = 10$)
 - studying EFL at the time of the study
 - recruited from an advanced English novel reading elective course at a national university in northern Taiwan



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Methodology (2/3)

- Interview Language
 - Conducted in English with the English-L1 speakers and in English and Chinese with the English-L2 speakers
 - Hoped to indirectly elicit participants’ perceptions regarding the nonce words that appeared within an excerpt from the target text



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Methodology (3/3)

- Interview Protocol
 - Participants were individually given a 4,588-token excerpt from the the novel *The BFG* (Dahl, 1987).
 - Within the excerpt appeared 33 nonce-word types (84 tokens), which constituted less than 2% of the excerpt.
 - The nonce words used as target words behaved like normal English words; they took on parts of speech and showed inflection and derivation like other English words.
 - The participants were asked to read the excerpt without any aid (i.e., dictionaries) and wait for additional instruction.
 - Most took about 30 minutes to finish reading.
 - Afterward, they were instructed to “Please highlight any words from the excerpt you think a typical ESL/EFL learner should try to learn that would be helpful in improving his or her English.”
 - Some participants asked how many words they should highlight. They were then told, “Please highlight only words you feel would be helpful to ESL/EFL learners.”
 - A series of questions was then asked to indirectly uncover the participants’ perceptions of the nonce words that appeared within the excerpt they had just read.



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Results (1/6)

Comparison of L1 and L2 Speakers’ Highlighted Words

L1 speaker ID	English word types	Nonce word types	L2 speaker ID	English word types	Nonce word types
1	153	0	1	28	2
2	106	0	2	14	3
3	156	0	3	29	0
4	27	0	4	78	10
5	15	0	5	9	0
6	72	0	6	5	0
7	27	0	7	17	2
8	35	0	8	4	0
9	105	0	9	23	3
			10	27	6



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Results (2/6)

- Question 1: *Why did you highlight those words?*
 - The answers varied for both groups.
 - A majority of the responses were that the words highlighted are often encountered in daily life or would be useful for conversing in English.



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Results (3/6)

- Question 2: *There are many other words that appear in the excerpt of the novel you read. Why didn’t you highlight other words?*
 - 5 of 9 English-L1 speakers mentioned nonce words in their responses.
 - English-L1 speakers referred to the nonce words as nonsense words, made-up words, or nonsensical words; they felt nonce words were not commonly used and would not be worth learning by an ESL or EFL learner.
 - None of the English-L2 speakers made reference to the nonce words.



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Results (4/6)

- Question 3: *Why didn’t you highlight ___?*
- It was asked of the English-L1 speakers who made no mention of nonce words in their previous replies, and all of the English-L2 speakers.
- The blank was replaced by any nonce word not highlighted by that particular participant.
- The question was asked while pointing to that nonce word.
- The same nonce word, *whizzpoppers*, was used for the English-L1 speakers because none of them had highlighted any of the nonce words.
- For the English-L2 speakers, whichever nonce word not highlighted on the first page of the excerpt was pointed to.
 - The remaining 4 English-L1 speakers reported that they did not highlight the nonce word because it was a nonsense word and would not be helpful for ESL or EFL learners.
 - The responses from the English-L2 speakers were harder to interpret.



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Results (5/6)

- It appears as if many of these English-L2 speakers doubted the authenticity of the nonce word.
 - Participant 2 stated, “I am not sure *whizzpoppers* is a practical word because before I read the story, I never saw it.”
 - Participant 3 asked, “Is that a word? Actually, I didn’t know I could use it.”



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Results (6/6)

- There were some responses that may lead one to believe that these English-L2 speakers treated the nonce words as real English words.
 - Participant 9, for example, said, “I don’t know. Should I have highlighted it?”



Discussion (1/5)

- Generally, it is hard to determine whether all the English-L2 speakers were able to discern a difference between real English words and nonce words.
- Even if they were able to do so, some of these same participants highlighted nonce words in the excerpt prior to being asked these questions.
- Regardless of whether they were aware of the words highlighted were nonce words, this indicates that they still felt nonce words were worthy for ESL and EFL learners to learn.



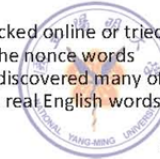
Discussion (2/5)

- The results of the interviews suggest that English-L1 and English-L2 speakers gave a different status to nonce words.
 - Here, *status* refers to whether these two groups of participants felt the nonce words were worth learning.
- It should also be noted that these interviews were conducted about five weeks after the formal experiment, and not all the participants who were involved in the formal experiment were willing to be interviewed.
 - This delay between the experiment and the interviews could have also affected participants’ perceptions of the nonce words.



Discussion (3/5)

- One of the English-L2 speakers noted:
 - To tell you the truth, I did think this was a real word when I read the book, but after we did the activity in class, I couldn’t really think of anything similar...so after class, I looked it up and can’t really see anything related in the dictionary. So, I actually never saw that before, and I searched on Google, and it said it’s a word the author uses in the book.
- Clearly, participants could have checked online or tried looking in dictionaries for some of the nonce words after the experiment was over and discovered many of the nonce words assessed were not real English words.



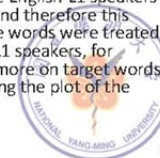
Discussion (3/5)

- The interview data shows that English-L1 speakers gave nonce words a different status than English-L2 speakers.
- All nine English-L1 speakers interviewed stated that nonce words were not worth learning and would not be important except for comprehending the novel; however, these speakers did not state that nonce words were not important.
 - These English-L1 speakers in fact during the formal experiment were shown to have acquired the meanings of some of the nonce words.
 - Previous incidental vocabulary acquisition research has shown that importance given to words will determine how much attention is given to those words, which in turn will affect acquisition.
- It is possible that the English-L1 speakers gave a status to the nonce words encountered in *The BFG* as being important for comprehension but not for retention.



Discussion (4/5)

- Knowing whether a word is real or fake may affect how the reader treats the word.
 - When reading a novel for pleasure, readers may realize the importance of names of characters, places, or objects that reoccur throughout the novel, but that does not necessarily mean readers will be encouraged to retain those words once the novel has been read.
 - The nonce words encountered by the English-L1 speakers may have been recognized as such, and therefore this could have influenced how the nonce words were treated; during the reading task, the English-L1 speakers, for example, may have tended to focus more on target words that they perceived as aids in following the plot of the novel.



Conclusions (1/3)

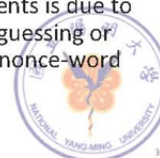
- Previous research using nonce words to investigate incidental acquisition of vocabulary through reading seems to have been conducted under the assumption that research participants treat unknown nonce words the same way they treat unknown real words encountered while reading.
 - The use of nonce words in incidental vocabulary acquisition research is justified because it eliminates the need for pretests and thus the participants' sensitivity to the target words that will be assessed after reading the target text.
 - Using nonce words also ensures that outside the experimental task, research participants will not encounter words that will be assessed.
 - The use of nonce words further provides researchers with justification for not using a control group, because any vocabulary acquisition shown through vocabulary assessments is assumed to be the result of incidental learning.



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Conclusions (2/3)

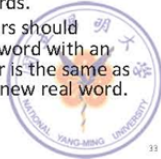
- However, previous research results also highlight the need of control groups in research whose methodologies use nonce words to assess acquisition.
- Doing so will help ensure that the outcomes shown on vocabulary assessments is due to incidental acquisition and not guessing or enhanced saliency because of nonce-word oddities.



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Conclusions (3/3)

- The use of nonce words could confound acquisition results if participants realize that the nonce words are basically proxies representing already known real words or give the nonce words a different status than real English words.
- Some may dismiss this notion with the suggestion that participants may believe that nonce words are real synonyms for already known real words.
- Although this may be true, researchers should question whether acquiring a nonce word with an already known synonym as an anchor is the same as acquiring a completely separate and new real word.



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References

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Acknowledgements



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TESOL Guest Speaker



**Dr. Barry Lee
Reynolds**

Barry Lee Reynolds is assistant professor in the Education Center for Humanities and Social Sciences at National Yang-Ming University, Taiwan where he teaches undergraduate EAP courses. He has taught ESL and EFL in both private and public institutes in the USA and Taiwan for 12 years. He obtained his Ph.D. in Learning and Instruction from National Central University, Taiwan and MA in TESOL from Murray State University, USA. His research interests include both intentional and incidental vocabulary acquisition, digital game-based language learning, and second language writing instruction. His recent work examines factors that influence the incidental acquisition of vocabulary through reading. He enjoys traveling around the world in his free time.

*Monday, April 20, 2015
11:30AM, Faculty Hall Room 409*

*Research: Finding Answers to
Questions or Finding Questions to
Answer*

The majority of TESOL professionals view research as critical to the improvement of L2 teaching and learning. It is in graduate programs where this view of research is formed and researchers are born. However, TESOL postgraduates being trained in language teaching research design often find it difficult to select research topics and formulate research questions. Thus, this talk will provide information to postgraduate junior researchers that may be facing difficulties during the initial stages of research design. In the first part of the talk, I will share my personal experiences in selecting topics for research. Then I will discuss how the practice of replicating research can be a practical approach to take when selecting topics for postgraduate research projects. Finally, I will address the importance of asking appropriate research questions and, in a workshop fashion, the audience will practice forming and revising such questions.

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*Tuesday, April 21, 2015
2:00PM, Faculty Hall, Room 207*

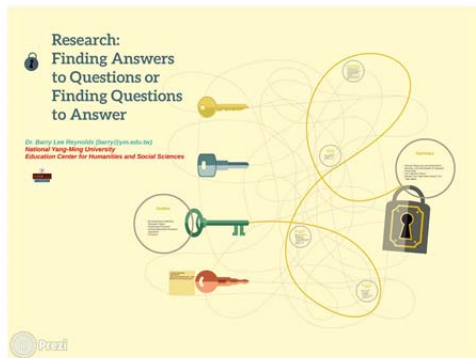
*Learning to Accommodate:
The Cross-Cultural Journey of a
Teacher*

This talk is aimed at L2 educators planning to teach in international settings or those responsible for providing such educators with pre-departure training. It is impossible for a teacher to fully prepare before beginning a teaching journey abroad, but being aware of potential pitfalls can help make the transition of working in a foreign country smoother. Everyone's experience will be different; however, what I have to share regarding my own experience, my "lessons learned," may benefit those that wish to gain teaching experiences abroad. During this talk, I will share experiences regarding a number of cross-cultural aspects of teaching, including but not limited to, teacher-student relationships, "native-speakerism," motivation, job selection, and internationalization.

第一場演講投影片

**Research:
Finding Answers
to Questions or
Finding Questions
to Answer**

Dr. Barry Lee Reynolds (barry@ym.edu.tw)
National Yang-Ming University
Education Center for Humanities and Social Sciences



**Research:
Finding Answers
to Questions or
Finding Questions
to Answer**

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國立陽明大學
人文社會科學院
School of Humanities and Social Sciences
National Yang-Ming University

人文與社會教育中心
Education Center for Humanities and Social Sciences




Outline

- My Experience Selecting Research Topics
- Replicating Research
- Asking Appropriate Research Questions
- Summary



**- Did you love your experiment?
- No, I just wanted it over...I was doing it for the wrong reason.**



My Experience (MA)

- What are you interested in?
- Collaboration?
- Reading Literature
 - Rich Get Richer
 - Write Annotated Bibliographies
 - Avoid Predatory Publishers
 - Statistics
- Critiquing Research
- Exit Exams



My Experience (PhD)

- Research Your Interests
- Supportive Lab
 - Similar Topics
 - Presenting Papers
- Reading Literature
 - Not Everything is Useful
 - Books VS. Journal Articles
 - Your "Go To" Article
 - Snowball Effect

Replicating Research

- What are replication studies?
- Why replicate research?
- How to choose a study to replicate?
- Is it feasible to replicate?

Asking Appropriate Research Questions

- Everyone has questions about L2 learning and teaching, research allows for a systematic investigation into the questions.
- Identify a research problem
- Narrow the topic down as much as possible
- Review the literature on the topic as completely as possible
- State the problem in a question form

Summary

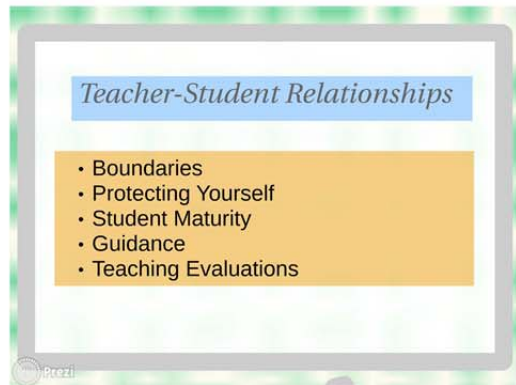
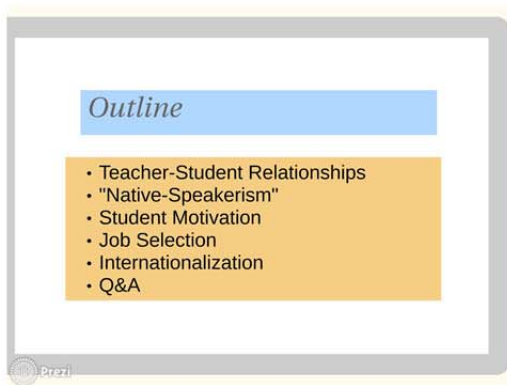
- Choose Topics you are Interested In
- Become a Critical Reader of Literature
- Read More
- Get Help from Peers
- Narrow Your Topic then Narrow Your Topic Again

Research: Finding Answers to Questions or Finding Questions to Answer

Dr. Barry Lee Reynolds (barrylee@ym.edu.in)
National Yang-Ming University
Education Center for Humanities and Social Sciences

Thank you!

第二場演講投影片



Job Selection

- Agism
- Sexism
- Looks are Important
- Pay VS Prestige
- Legal Issues
- Understand the Context
- You are Easily Replaced



Internationalization

- Top Down Policies
- Native Speakers in Your Classes
- International Students in EFL Classes



附錄三 會議論文摘要

Vocabulary research examining the amount of repeated exposure (i.e., frequency) needed to acquire a word through reading has often relied on the use of nonce words. Nonce words have been used by researchers to ensure exposure to target words only occurs through the reading of target texts given to research participants and not through other means of exposure (Pitts, White, & Krashen, 1989; Saragi, Nation, & Meister, 1978; Waring & Takaki, 2003; inter alia). The use of nonce words in vocabulary research assumes that participants treat nonce words as real words while reading. I report on an empirical study that shows that L1 and L2 speakers of English give different status to nonce and real words; this difference in status matters to vocabulary acquisition research and may have affected previous research outcomes. L1 ($n = 9$) and L2 speakers ($n = 10$) were given a 4,588-token excerpt from the unmodified English novel *The Big Friendly Giant* (Dahl, 1982) containing nonce words (31 types; 64 tokens) and asked to read without any aid (e.g., dictionary). Eggins (2004, p. 28) describes the nonce words in the novel "as conform[ing] to possible phonological combinations of English, ...exploit[ing] the phonaesthetic qualities of English sound combinations...incorporate[ing]...the grammar of English, through the attachment of conventional English morphemes of tense and word class...Thus the grammatical and phonological resources of the language function conventionally." The nonce words contained both lexicalized (e.g., *bellypoppers* for 'helicopters') and non-lexicalized (*grinksludger* for 'a type of insult') words. A series of interview questions were asked to uncover L1 and L2 speakers' perceptions of the nonce words that appeared within the excerpt they had just read. Through the use of indirect interview techniques, I uncovered that L1 and L2 speakers gave a different status to the nonce and real English words read. For example, differences in nonce word saliency between the two participant groups and whether they regarded nonce words as worth learning was revealed.

附錄四 莫瑞州立大學學生來信(兩封)

中央大學 網學所 Mail - Presentation at Murray State University

<https://mail.google.com/mail/u/0/?ui=2&ik=68101c72e0&vi...>



雷貝利 <barry@cl.ncu.edu.tw>

Presentation at Murray State University

Marliese Belt <mbelt2@murraystate.edu>
To: barry@ym.edu.tw

Wed, Apr 22, 2015 at 5:30 AM

Dr. Reynolds,

I just want to offer my sincerest gratitude to you for coming to speak to the students of Murray State University these past few days. Although I was unable to attend your first lecture due to a conflicting class, your dedication to verisimilitude and candor in today's presentation were actually very refreshing. It's so encouraging to see someone who came from the same program and continued in the path to be incredibly successful, especially one who is so willing to return and offer advice and stories to those of us in the progress.

I do apologize for having to leave so soon from our discussion after the lecture but I had to get back to the office before it closes to finish up some work.

Again, thank you, and feel free to visit again! I'm sure the program will always be happy to host you and the students will be glad to learn more from you

Sincerely,

Marliese Belt



番貝利 <barry@cl.ncu.edu.tw>

MSU TESOL Graduate Student-Yuchen Liu

Yuchen Liu <yliu15@murraystate.edu>
To: barry@ym.edu.tw

Mon, Apr 27, 2015 at 10:50 AM

Dear Dr. Reynolds,

I am Yuchen Liu. I met you in your seminar on April 20, 2015. You did a great presentation that day. I really like the contents, the way you presented. I have learned a lot. However, I felt so pity that I could not attend your second one. And I felt so lucky that I had the chance to talk with you and got your ideas and suggestions. They are all useful. I appreciate. I do hope that I could be the man like you, that is to say, I will do my best to be better and better in my field. I have a lot of ideas and thoughts, and I am eager to learning and teaching.

I told you my research topic and some ideas. According to the culture and textbook topic, I hope that I could get help from you or your friend who you mentioned on your presentation day. Now, I am keep searching and reading different topics. I am trying to find the topic that I really interested in. Therefore, if you have ideas and thought about any culture issues, I would appreciate that you could share with me.

I expect that I could keep touching with you, to learn from you.

Looking forward to your reply.

Best,

Yuchen Liu
Graduate Assistant
Summer Challenge Program
Murray State University
Murray KY 42071