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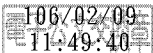
附件：如說明(研討會議程.docx、講者及講題摘要.docx)(附件1 106KA00070_1_09113925650.docx、附件2 106KA00070_2_09113925650.docx)

主旨：本校應用外語系訂於106年2月24日(週五)舉辦「2017英語專業溝通與教學科技國際學術研討會」，邀請貴校師生踴躍參加，敬請查照。

說明：

- 一、檢附研討會議程、講者及講題簡介，詳如附件。
- 二、敬請鼓勵貴校教師及研究生報名參加（報名網址：<https://goo.gl/forms/2sx0DBuym8Nqpa0v1>，請至線上報名），並惠予參加人員公差假之方便。
- 三、（一）日期：106年2月24日(星期五)（二）時間：8:30-17:00（三）地點：本校燕巢校區智善廳。

正本：公私立大專院校

副本：

國立勤益科技大學



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2017 英語專業溝通與教學科技國際研討會

國立高雄應用科技大學 應用外語系

時間：106 年 2 月 24 日 (五)

地點：燕巢校區 人文社會學院大樓

時間	議程	地點
8:30-9:00	報到	人社院 智善廳
9:00-9:10	聯合開幕式 國立高雄應用科技大學校長 楊校長 慶煜 國立高雄應用科技大學人文社會學院 洪院長 明宏 國立高雄應用科技大學應用外語系 羅主任 雅芬 國立高雄應用科技大學文化創意產業系 翟主任 治平	人社院 智善廳
9:20-10:30	專題演講 I: Digital Game-Mediated Learning as Everyday Practice Dr. Jonathon Reinhardt Associate Professor, Department of English, University of Arizona	人社院 HS603
10:30-10:50	茶敘	
10:50-12:00	專題演講 II: ESP in Technology-Supported Healthcare Training and Research Dr. Boyd Davis Professor, Department of English, University of North Carolina at Charlotte	人社院 HS603
12:00-13:30	午餐	
13:30-14:50	特邀工作坊: Designing Bridging Activities for Game-Enhanced Learning Dr. Jonathon Reinhardt Associate Professor, Department of English, University of Arizona	人社院 HS319
14:50-15:10	茶敘	
15:10-16:30	專題演講 III: Short-Term Study Abroad and intercultural Mediation Dr. Wai Meng Chan Associate Professor, Center for Language Studies, National University of Singapore	人社院 HS603
16:45-17:00	閉幕式 高雄應用科技大學文化創意產業系 翟主任 治平 高雄應用科技大學應用外語系 羅主任 雅芬	人社院 智善廳

The 2017 International Symposium on English for Professional Communication and Instructional Technology

**Department of Applied Foreign Languages
National Kaohsiung University of Applied Sciences**

Date: Friday, February 24, 2017

Venue: College of Humanity and Social Sciences Building, Yanchao Campus

Time	Program	Venue
8:30-9:00	Registration	Zhishan Hall
9:00-9:10	Opening Ceremony Ching-Yu Yang, President, National Kaohsiung University of Applied Sciences Ming-Hong Hung, Dean, College of Humanity and Social Sciences, National Kaohsiung University of Applied Sciences Ya-Fen Lo, Associate Professor and Chair, Department of Applied Foreign Languages, National Kaohsiung University of Applied Sciences Chih-Ping Chai, Associate Professor and Chair, Department of Applied Foreign Languages, National Kaohsiung University of Applied Sciences	Zhishan Hall
9:20-10:30	Plenary Speech I: Digital Game-Mediated Learning as Everyday Practice Dr. Jonathon Reinhardt Associate Professor, Department of English, University of Arizona	HS603
10:30-10:50	Tea Break	
10:50-12:00	Plenary Speech II: ESP in Technology-Supported Healthcare Training and Research Dr. Boyd Davis Professor, Department of English, University of North Carolina at Charlotte	HS603
12:00-13:30	Lunch Break	
13:30-14:50	Invited Workshop: Designing Bridging Activities for Game-Enhanced Learning Dr. Jonathon Reinhardt Associate Professor, Department of English, University of Arizona	HS319
14:50-15:10	Tea Break	
15:10-16:30	Plenary Speech III: Short-Term Study Abroad and intercultural Mediation Dr. Wai Meng Chan Associate Professor, Center for Language Studies, National University of Singapore	HS603
16:45-17:00	Closing Ceremony Ya-Fen Lo, Associate Professor and Chair, Department of Applied Foreign Languages, National Kaohsiung University of Applied Sciences Chih-Ping Chai, Associate Professor and Chair, Department of Applied Foreign Languages, National Kaohsiung University of Applied Sciences	Zhishan Hall

The 2017 International Symposium on English for Professional Communication and Instructional Technology

**Department of Applied Foreign Languages
National Kaohsiung University of Applied Sciences
Yanchao Campus
Friday, February 24, 2017**

Titles and Abstracts

Session I

Plenary Speech I: Digital Game-Mediated Learning as Everyday Practice

Time: 9:20~10:30 Venue: HS603

Dr. Jonathan Reinhardt

Associate Professor, Department of English, University of Arizona

Abstract:

Digital gaming can be considered “everyday” in that the practice of play and gaming is traditionally understood as vernacular, non-academic, and non-serious—a realm for children and adults not at work. This notion conflicts with many of our preconceived biases about learning as exceptional, academic, and serious. However, much research shows play and games have great potential for learning, including L2 learning, for a number of reasons. Most telling is that games are designed at their core as everyday teaching objects—players learn to play a game without necessarily realizing they are doing so. Game design provides the illusion of player agency within a bounded structure of game rules and narrative. Learning happens as players follow and flout structures in, and outside of, gameplay. Research on game-enhanced L2 learning implicates the role of learner agency, identity, language proficiency, and gaming experience. An “everyday” perspective highlights the need to understand the influence of social and individual learner variables, game design and its underlying everyday mechanics, as well as the nature of game interaction and discourses.

Session II

Plenary Speech II: ESP in Technology-Supported Healthcare Training and Research

Time: 10:50-12:00 Venue: HS603

Dr. Boyd Davis

Professor, Department of English, University of North Carolina at Charlotte

Abstract



Approaches and techniques from English for Specific Purposes (ESP) are illustrated in a discussion of technology-based training for multilingual healthcare workers and researchers for more effective interactions with aging persons. Examples are taken from situations in which the healthcare worker or researcher does not share the preferred language of the older person, and at least one is using English as lingua franca. Given the rapid increase of the older population in both Taiwan and the U.S., the new field of gerontechnology may provide much-needed assistance.

Technologies include smart phone applications, sensors, beacons, telehealth and audiovisual multimedia. Genre-based approaches from ESP provide a basis for examples of training such as workshops.



Session III

Invited Workshop: Designing Bridging Activities for Game-Enhanced Learning

Time: 13:30~14:50 Venue: HS319

Dr. Jonathan Reinhardt

Associate Professor, Department of English, University of Arizona

Abstract

Bringing vernacular, or commercial, off-the-shelf digital games into the L2 English classroom presents a variety of challenges. First, the learning context and learner interest and needs should be assessed—are games appropriate? Next, the type of intervention and the game should be chosen—should the course be game-informed, game-enhanced, or game-based? Finally, tasks and units that “wrap around” the game should be designed, implemented, assessed, and evaluated—which task design framework should be applied? Several are possible, including “bridging activities”

(Thorne & Reinhardt, 2008), which aim to leverage learner gaming literacies to develop L2 learning literacies. This workshop will introduce the concept of game-enhanced L2 pedagogy to participants, and outline the process of adapting and integrating vernacular games into the L2 English classroom.

Session IV

Plenary Speech III: Short-Term Study Abroad and intercultural Mediation

Time: 15:10-16:30 Venue: HS603

Dr. Wai Meng Chan

Associate Professor, Center for Language Studies, National University of Singapore

Abstract

In recent years, language education research has increasingly focused on intercultural mediation not only as a key objective of foreign language learning, but also as a vital process in the construction of cultural knowledge and the development of intercultural communicative competence. While earlier discussions had looked mainly at intercultural mediation as the intercultural speaker's ability to navigate different cultures and to act as an intermediary to establish and maintain relationships between cultures, current research has expanded the discussion to include more SCT-based views of intercultural mediation as the learner's reflexive processes of meaning making and of connecting new cultural experiences with existing knowledge (self-mediation), as well as the support and scaffolding provided by expert others in this process (other and teacher mediation).

This presentation reports on the findings of a study which investigated the effect of short-term study abroad in six different countries – France, Germany, Japan, South Korea, Taiwan and Thailand – on the intercultural development of learners of foreign languages. The study was grounded on Byram's (1997) model of intercultural language education, and Lave and Wenger's (1991) Situated Learning Theory. The study collected data through questionnaires, journal reports, interviews and field observations, which provided evidence for the significance of the study abroad experience for intercultural mediations and the development of critical cultural awareness (Byram, 1997). It was established that the study abroad programmes accorded legitimate peripheral participation status (Lave & Wenger, 1991) to the learners and allowed them to: 1) partake in the social activities of the target language

communities; 2) reflect on these experiences; and 3) construct new cultural knowledge and intercultural skills, including a keener sense of critical cultural awareness (self-mediation). Such development was largely enabled and supported by their interactions with more expert, full members of the community, including host families, teachers, student buddies and even occasional interactants on the street (expert or other-mediation). However, the findings also reveal that such development is contingent upon the students being willing to access and take advantage of the opportunities of legitimate peripheral participation available to them.

Cited Literature:

- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Lave, J., & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation*. Cambridge: Cambridge University Press.

