

Name: Shih, Ying-Chun

Position: Associate Professor

Education: Doctorate in Education at the Queen's University of Belfast, U.K.



Research Expertise

EFL Reading, TESOL, Second Language Acquisition, Research in Extensive Reading

Work Experience

Instructor of National Taipei College of Business

Publications

● **Journal Articles**

1. Reynolds, B.L.*, Wu, W.-H., & Shih, Y.-C. (2020). Which elements matter?: Constructing word cards for English vocabulary growth. *Sage Open*, 10(2), 1-12. doi:10.1177/2158244020919512 (SSCI 2019 IF 0.715 5-Year IF N/A Q4 Social Sciences, Interdisciplinary 83/108)
2. Shih, Y. -C. (2019). Effects of extensive reading on Taiwanese 11th graders' motivation and grammatical competence: A preliminary study. *The Asian EFL Journal*. 23(5), 187-215. (SCOPUS)
3. Reynolds, B. L., & Shih, Y. -C. (2019). The learning effects of student-constructed word cards as homework for the adolescent English language classroom. *System: An International Journal of Educational Technology and Applied Linguistics*, 81, 146-162. (SSCI 2017 IF 1.547)
4. Reynolds, B. L., Shih, Y. -C., & Wu, W. -H. (2018). Modeling Taiwanese adolescent learners' English vocabulary acquisition and retention: The washback effect of the College Entrance Examination Center's reference word list. *English for Specific Purposes*, 52, 47–59. (SSCI 2017 IF 1.362)
5. Shih, Y. -C., & Reynolds, B. L. (2018). Exploring strong and weak EFL readers' strategy use after a reading strategy and extensive reading instructional

intervention: A think-aloud analysis. *Spanish Journal of Applied Linguistics*, 31(1), 345-377. (AHCI/SSCI 2017 IF 0.196)

6. Shih, Y. -C., & Reynolds, B. L. (2018). The effects of integrating goal setting and reading strategy instruction on English reading proficiency and learning motivation: A quasi-experimental study. *Applied Linguistics Review*, 9(1), 35-62. (AHCI/SSCI 2017 IF 1.286)
7. Shih, Y. -C., & Reynolds, B. L. (2015). Teaching adolescents EFL by integrating Think-Pair-Share and reading strategy instruction: A quasi-experimental study. *RELC Journal: A Journal of Language Teaching and Research*, 46(3), 221-235. (ESCI/SCOPUS, 2015 SJR 0.533 SNIP 1.001 Cite Score 0.55)
8. Shih, Y. -C. (2015). The impact of extensive reading on college business majors in Taiwan. *The Reading Matrix*, 15(1), 220-233.
9. Shih, Y. -C. (2010). An action Inquiry to improving Taiwanese EFL students' reading habits. *Journal of National Taipei College of Business, R.O.C.* 17, 91-104.
10. Shih, Y. -C. (2009). The effects of gender difference, reading habits and English achievement on reading strategy. *Journal of National Taipei College of Business, R.O.C.* 16, 107-120.
11. Shih, Y. -C. (2009). The demonstration of discourse analysis on reading teaching: The problem-solution pattern. *Journal of National Taipei College of Business, R.O.C.* 15, 137-152.
12. Wu, H. -L., W, S. -M., & Shih, Y. -C. (2006). Investigative Measures of Receptive Skills in Processing Written Text: A Quantitative Approach. *Studies in English Language and Literature*, 17, 79-88.

● **Conference Presentations**

1. Shih, Y. -C. (2015, June). The impact of extensive reading on English majors' motivation in Taiwan. CAES 2015 International Conference. Hong Kong
2. Shih, Y. -C. (2014, Nov). Integrating motivational strategies into reading strategy instruction in an EFL context. English Teachers' Association-Republic of China.

(ETA), Taipei, Taiwan.

3. Shih, Y. -C. (2013, Nov). The effects of Think-Pair-Share on EFL students in Taiwan.

English Teachers' Association-Republic of China. (ETA), Taipei, Taiwan.

4. Shih, Y. -C. (2012, Nov). The impact of extensive reading on EFL students in Taiwan.

The 21st International Symposium on English Teaching (ETA), Taipei, Taiwan.

● **Awards**

1. Excellent Teaching Award, National Taipei University of Business, 2018

2. Innovative Teaching Award, National Taipei University of Business, 2011

● **Project Work:**

1. 102-103 年度北區技專校院教學資源中心 輔育高職優化-數位多媒體創新專題
優質化計畫 - 計畫主持人

2. 101 年度教育部補助提升技專校院學生外語能力專案計畫：北商英語學習快
易通(計畫編號 101-40) - 計畫主持人