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Ph. D., Department of English (Teaching English as Foreign Language), University of Birmingham, UK, 2006

Title of thesis: Using English Children's Literature in Particular Arthur Ransome's *Swallows and Amazons* for Teaching EFL in Taiwan

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- Teachers' Training
- Teaching Practice
- Corpus linguistics
- First and Second Language Acquisition
- Computer-Assisted Language Learning (CALL)
- English Children's Literature and EFL

Publications

Journal Papers

1. Johns, Tim F., Hsing-chin, Lee & Lixun Wang (2008). 'Integrating corpus-based CALL programs in teaching English through children's literature', *Computer-Assisted Language Learning*, 21:5, 483-506. UK: ROUTLEDGE JOURNALS, TAYLOR FRANCIS LTD (Ranking: 73/206 (Education & Educational Research), 50/162 (Linguistics), IF 0.915, SSCI)
2. 李幸瑾 (2010) 從台灣看亞洲地區ELF之研究概況. *English Career 34: 新思維與新策略 提升英語戰力*, pp.62-63.
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4. Lee, H.C. (2011). When East Meets West: Cultural Similarities and Dissimilarities in Arthur Ransome's Children's Books. *International Research Journal Language, Society and Culture*, (33), pp. 53-63. Australia.
5. Hsing-chin Lee, (2013), Investigating the effects of student learning of English using COL approach based on situational theories, *Computers in Human Behavior*, 29 (6), 2211-2217 (ranking 22/125, IF 2.293, SSCI)
6. Lee, H.C. (2014). Social Media and Student Learning Behavior: Plugging into Mainstream Music Offers Dynamic Ways to Learn English, *Computers in Human Behavior*, 36, 496-501 (SSCI)

Book Chapters

1. Lee, H.C. (2009). *When the Traditional Teaching Approaches Meet the Collaborative Online Learning (COL)*. NTCB Foreign Languages and Literature Studies, pp. 83-94. July 2009, Taipei, Taiwan. Crane.
2. Lee, H.C. (2010). A Brief Report on the Conduct and Effect of a MOE Subsidized English Enhancing Program at NTCB. *Constructing New Strategies for English Instruction Conference*, pp.65-74, May 21, 2010, Taipei, Taiwan. Crane. 建構英語文教學新策略(ISBN 978-986-147-4076)
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4. Hsing Chin Lee (2015). *Teaching English Through Children's Literature* (ISBN: 978-1-941214-16-9). Taiwan: Lynx Publishing Company. Nov, 2015.
5. Lee, H.C. (2021). *A Glimpse of Pedagogical Impacts of Social Media: Mirror, mirror on the wall, who is the fairest of them all?* Expanding Global Horizons Through Technology Enhanced Language Learning. Yun Wen · Yi-ju Wu · Grace Qi · Siao-Cing Guo · J. Michael Spector · Shobhana Chelliah · Kinshuk · Yu-Ju Lan Editors. Springer. Scopus, Web of Science Book Citation Index

Published Translations

Ransome, A. (2004) *Swallows and Amazons* (first published by Jonathan Cape 1930) (小水手探險記), Taiwan: Commercial Press (臺灣商務印書館).

Conference Papers

1. H.C. Lee (2020). A Glimpse of Pedagogical Impacts of Social Media: Mirror, mirror on the wall, who is the fairest of them all? *PPTELL 2020 & Critical Thinking Meeting Expanding Global Horizon through Technology Enhanced Language Learning and Critical Thinking*, Jun.29-Jul.1., UNT, Denton, Texas, USA
2. H.C.Lee (2019). Big Data vs. English Learning: An Exploration of a Self-compiled Corpus Through the Use of Data-Driven Learning (DDL) Approach. [*AI 於數位學習上的應用*] , 2019 人工智慧與商業應用研討會. Nov.15, National Taipei University of Business, Taipei, Taiwan
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4. Lee, H.C. (2018). E-Learning: Application of MOOCs at a University Level of EFL. *The 52nd Annual International IATEFL Conference & Exhibition*, April 9-13, Brighton, UK
5. Qiang MIAO, J. C. YANG, H. C. Lee (2017). Effect of Immersive Digital Gaming Experience on Elementary Students' L2 Learning. *International Conference on Computers in Education (ICCE)*, Dec. 4th-8th. Christchurch, New Zealand.
6. Lee, H.C. (2017). Effect of an Open Book Test in Junior Year's English Listening and Speaking. Paper presented in *The 26th Annual Taiwan ETA International Conference: How Well is the 21st Century Living up to It's Promises for ELT?* 11-12th, Nov. 2011, Taipei, Taiwan. Crane.
7. Lee, H.C. (2016). Applying MOOCs to Standard Courses: Some Facts. International Workshop on Technology Enhanced Language Learning (TELL 2016), *In Conjunction with the 1st International Symposium on Emerging Technologies for Education (SETE 2016) and the 15th International Conference on Web-based Learning (ICWL 2016)*. Oct. 26th -29, 2016, Roma, Italy.
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9. Lee, H.C. (2016). Art and Formulaic English: An Exploration of a self-compiled corpus. *The Third ESBB (English Scholar Beyond Borders) conference*. 19-22 May, Providence University, Taichung, Taiwan.
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11. Lee, H.C. (2014). Like Facebook: Something about Ubiquitous Technological Media Learning. Paper presented in *The 23rd Annual Taiwan ETA International Conference: ELT Futures: Local, Global, Cyber*. 14-16th , Nov. 2011, Taipei, Taiwan.

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13. Lee, H.C. (2014). "Kinetic & Potential" *Thailand TESOL conference*, 17-20 June, Bangkok.
14. Lee, H.C. & R. Martin (2014). "Developing Vocabulary: Humpty Dumpty & Alice in the Wonderland of Etymology. Paper presented in *The 22nd Annual Taiwan ETA International Conference: Motivating Students to Learn English: Problems and Solutions*. November 8-10, 2013 Taipei, Taiwan. Crane.
15. Lee, H.C. (2013). "Ubiquitous or Not". *WorldCALL Conference, Sustainability and Computer Assisted Language Learning (CALL)* July 10-13, 2013, Glasgow, UK (Panel Discussion)
16. Lee, H.C. (2013). "Traditional Tale". *AATE/ALEA 2013 Joint National Conference, "Brave New World: English and Literacy teaching in the 21st century"*, to be held at QUT, Brisbane, Australia, 4-7 July 2013.
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18. Lee, H.C. (2013). Facebook for Literature. *WorldCALL Colloquium, the 4th WorldCALL Conference*, Glasgow, UK
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26. Lee, H.C. (2011). Effect of using media in Enhancing Written Discourse on EFL Students in the Department of Business Administration of Five-year-program at a Vocational Business

- College in Taiwan. *Sixth International Conference on Discourse, Communication and the Enterprise (DICOEN VI)*, 8-10 September 2011, The Hong Kong Polytechnic University.
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 34. Lee, H.C. & Jonathan K. (2010). Exploring "the islands of our minds" in *Swallows and Amazons*. *Asian EFL Journal International Conference & Workshop*, pp. 387-400. April 23-25 at Providence University.
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On Children's Literature in EFL by Hsing-chin Lee

A large portion of my work has been dedicated to English children's literature in belief that through interesting, entertaining methods, I can captivate the attention of English learners by, first and foremostly, introducing to them the magic of reading; the experience of delving into another world, one which is solely in your own control, in your own imagination. During my stay in Britain, I learnt that the importance of reading is highly emphasized in primary school. Teachers frequently encourage students to read aloud, to read at home, to read during their spare time and to, basically, read as often as possible. This is because reading is a large building block in the process of learning English, even for native speakers. By reading, many repeated phrases and words become lodged in our memory.

I try to incorporate one of my favourite children's literature books, 'Swallows and Amazons' by Arthur Ransome, in my classes and even went as far as translating the whole book into Chinese, in hopes that for the average Mandarin/Chinese -speaking English learner, a deeper understanding of the book can be achieved by simultaneously reading the English version. An article that I wrote, regarding the many experiences I gained during the translation of the book, was published in the 'Arthur Ransome Society' journal of the University of East Anglia, Norwich in September, 2005. In it, I mentioned that both English

and Chinese teaching materials were developed with the use of a cumulative corpus which leads me to my website: <http://ms.ntcb.edu.tw/~hsingchin/> Basically, students read two chapters of the book at a time and complete the grammar, word cloze etc. activities on the website. Oftentimes, during my teaching career, my students have used this website while reading 'Swallows and Amazons' and, have informed me of the dramatic improvement they've experienced regarding the comprehension of not only the phrases, terms and vocabulary used by the author, but also, of the whole book.

In an attempt to open up my students' perspective of language learning, I explain to them that learning a second language not only entails the structure of the language but also its origins, which includes a long, historical and cultural background. In my paper, 'When East Meets West: Cultural Similarities & Dissimilarities in Arthur Ransome's Children's Books' published in the International Journal of Language, Society and Culture in 2011, I mentioned that though there are numerous cultural dissimilarities, one should still "remain optimistic and try not to overgeneralize". In order to fully comprehend, we have to start by investigating the differences between one's own culture and that of the language one is studying. By grasping this concept, my students have managed to progress more quickly on their journey of English language learning because instead of pausing to pick at the differences, they've not only accepted them but have also managed to look past the literal definitions of newly encountered phrases and idioms and have managed, instead, to make an attempt at guessing the metaphorical meaning behind them. This speeds up the learning process significantly and being able to comprehend the text gives students the confidence to proceed.

In the article mentioned previously, I quote Muggerridge (1930), who said, "a good children's book should...cater for all children who indulge in stories about, for example, the world of sailing, but have not

been so fortunate as to have a boat.” And this, is the essence and magic of reading, all captured in one, simple line.

Computer Assisted Language Learning - CALL

To most people’s awareness, technology is everywhere; ever since the invention of computers, laptops, cellphones and whatnot, technology has only become better and better. Now with the internet and a few thousand social networks available, information has become even more readily available. Thus, teaching and learning is made much easier, more convenient and both instructors and pupils are more enthusiastic about either gaining or sharing knowledge. This is why computer assisted language learning has always been of interest to me. After it first caught my attention, I proceeded to write a paper, ‘Integrating corpus-based CALL programs in teaching English through children’s literature’ which was published in the book, ‘Computer Assisted Language Learning’ in the December of 2008. I thought that the incorporation of modern technology, which almost everyone has access to, and classic children’s literature was a perfect combination. In the article, I discussed the development of four CALL programs at Birmingham University - MATCHUP, CLOZE, BILINGUAL SENTENCE SHUFFLER, and CONTEXTS, “Each program employing texts taken exclusively from Arthur Ransome’s novel *Swallows and Amazons*”. As mentioned before, I later developed my own ‘Swallows and Amazons’ bilingual teaching material and a website for my students. As to how CALL programs assist a learner’s cognitive strategies when learning a new language? I quote Wenden (1985, p. 4) who gives four reasons why such strategies are important:

- “1. to focus attention on certain aspects of incoming information
2. to make input ‘comprehensible’
3. to retain or store for future use what has been understood

4. to develop facility in the use of what has been learned.”

In other words, CALL activities are general mock-ups of what one has learned after reading a text or a book; whether it be sentence structure, sentence order, phrases or vocabulary. This enables students to make a summary of the information they have collected and turn it into their own knowledge through intriguing methods, as opposed to the dull, monotony of memorizing definitions and terms. For the instructor, it is also a rewarding experience to provide and share their lore of language learning with students who are willing and eager to absorb this knowledge. In my conclusion of ‘Integrating corpus-based CALL programs in teaching English through children’s literature’, I quote “Von Humboldt (cited in Corder, 1967, p.169) who stated: ‘We cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way’. The development of the CALL programs that were mentioned in the paper were an “attempt to create such conditions for the EFL students in Taiwan.”

Another paper that might be of great importance to EFL teaching is, ‘Literature in Teaching Language - When Traditional Teaching Meets Collaborative Online Learning (COL)’ published in the NTCB Foreign Languages and Literature Studies for the Department of Applied Foreign Languages of National Taipei College of Business in July, 2009. A collaborative online learning situation is when “students are at the same level, perform the same activities, have a common goal and interact in a collaborative way.” By doing this, they are able to compare and share with each other their findings, making the learning experience that much more enjoyable.

In this case, our medium of COL was JoinNet. A software that caters to the needs of both teachers and learners and is, as Hoadley (2002) suggests, “purposeful and creative”, “open-ended” and “interactive”. JoinNet, compared to its counterpart, Blackboard, which is also an online learning system, was relatively

inexpensive and did not require the use of expensive server facilities. It significantly shortened the distance between instructors and students who were in geographically dispersed locations, for example, as mentioned in the article, the students were in Taiwan, while the teacher was in the United States. Online collaborative lessons between the teachers and the students were carried out and delivered synchronously while the two parties were in different locations completely.

In my writings, I expressed my idea of blending traditional and online learning approaches in hopes that more teachers will use this method in their classrooms. The main reason is that “it encourages a holistic approach to language learning as a communicative, cognitive and affective process.” It also enables teachers to develop their own teaching materials and, students become better learners, “less dependent on teachers and textbooks”.

In many of my other articles, I have expressed the same opinions and thoughts, such as my paper published for the European Journal of Education & Educational Psychology (EJEEP) which came out in November, 2011, ‘In Defense of Concordancing: An Application of Data-Driven Learning in Taiwan’. In this particular study, a CALL program was also used, which was based on J.K. Rowling’s ‘Harry Potter and the Philosopher’s Stone’. Here, instead of solely focusing on the benefits of blending traditional and CALL learning approaches, I also emphasized an important aspect of using CALL programs in teaching English when applied with a data-driven learning approach (DDL): “the language learners are also research workers whose learning is driven by access to linguistic data (Johns 1991:2)”. This is exactly what Johns meant when he developed a data-driven approach to help learners become the best “language detectives” and when he said, “every learner is a Sherlock Holmes”. During all my years of teaching experience, I’ve learnt that students tend to gain deeper impressions of what they’ve learnt when the information is discovered on

their own which is why I often take the time to develop and create my own teaching material filled with activities that enable students to search and find information by themselves. This, in itself, is a learning experience that is a lot less time consuming than the traditional approach to storing information in the brain; which is by drab memorization.

A conference article where CALL programs were the topic of discussion is 'CALL for Teaching English Children's Literature: Hot Potatoes Framework in Taiwanese EFL Classrooms' for the Proceedings Book (Volume I) of the 11th International Educational Technology Conference. An evaluation involving 19 aspiring EFL students was carried out for the purpose of this study. As stated, "the results of the evaluation indicate that after reading at least 15 chapters of a continuous novel, students felt a sense of achievement simply because they were capable of reading a long continuous novel". Furthermore, "the evaluation procedure revealed approval of the CALL activities, with mean scores on a 5 point Likert scale ranging from 4.81 to 4.38".

Assessment

When one hears that a gateway test has to be passed in order to proceed to the next level, to apply for a university or a job, it is no surprise. As explained in a recent article, 'Summary-based Comprehension Exercises For Effective Learning' published for the book, 'Innovation and Empowerment in English Instruction' (2012) of the International Conference on English Language Instruction, ever since ancient times, the passing of a gateway test was required for admission to the Chinese Imperial Civil Service. The British Civil Service later imitated the Chinese model in 1870, "with the result that senior British civil servants are still known as 'mandarins'". Unfortunately, this has caused the focus to shift from the actual

learning and appreciation of the English language, to the mindset of, “How do we achieve higher scores on English proficiency exams?” Students, who study English for the sake of scoring high on exams, rarely get to experience the magic of reading and will, sadly, never learn to appreciate the beauty of the English language. My argument, which I have explicitly expressed in this specific article, is that, “the principal purpose of a test is to discriminate: this is to say, to separate the less-able students from the more-able. The purpose of an exercise, on the other hand is to assist effective learning.” My hope is to assist both ‘more-able’ and ‘less-able’ students through language exercises mainly because as “Taylor and Lazarus (1988) have pointed out that ‘Different children who know a subject equally well can still receive very different scores on a multiple-choice achievement test.’” I hope to achieve this with exercises “designed to lead the learner from not having a certain skill (in this case operating fluently and accurately in the target language) to having that skill, and to do so painlessly and with enjoyment and possibly, fun.”

Hands-on Teaching and Practice

During my years as the director of the NTCB Language Centre, I have assisted in carrying out many MOE (Ministry of Education) projects such as the 2 to 1 Language corner where pupils of NTCB have the opportunity to converse with foreign exchange students from rotary in English, French, Spanish or German. A complete English website for the Language Centre was up and running by January 2012, after approximately seven months of planning and designing. The purpose of the website is to give students a chance to experience the virtual world of English and, as the internet is easily accessible to most nowadays, learning typical internet lingo is certainly not as difficult as it used to be. Not to mention, learning through an environment with which they are familiar, such as the Language Centre gives students much more

confidence to explore.

For the book, 'Constructing New Strategies for English Instruction' (2010) of the International Conference on Second Language Instruction in which my paper, 'A Brief Report on the Conduct and the Effect of a MOE Subsidized English Enhancing Program at National Taipei College of Business' briefly covers the conduct of programs designed for the MOE subsidized project, namely Reading of the English Children's Literature, Remedial Teaching Programs which include English Emergency Room for Writing, Reading Circles, Movie Appreciation, English Chat Room, Teaching of Japanese and, finally, the International College Teacher Training program. All the English programs aim to raise students' level of English but also put a large emphasis on the importance of learning through reading. Results from these programs have generally been satisfactory. As stated, "As they [students] understand the nature of the language, for example, they learn to value the text and enjoy it more. This raises their motivation - both to read the book and to learn more English: the two are inseparable."

In a conference paper, 'Exploring "The Islands of Our Minds" in Swallows and Amazons on a MOE Subsidized English Enhancing Program' published for the Pre-Conference Proceedings of Asian EFL Journal of April, 2010, I also briefly report on the MOE subsidized project where, for a specific class conducted at National Taipei College of Business, I used the novel, "Swallows and Amazons". In this paper, I also tried to convey the main purposes of using children's literature in EFL classrooms, which is to "encourage students to read for pleasure both inside and outside the classroom and to learn to enjoy reading while absorbing the linguistic points through the reading." Being able to enjoy reading in one's spare time shows one has already understood the idea of 'hands-on learning'. Another important point that I tried to convey was the benefit of using children's literature, "it provides a context for the creativity and imagination so crucial to

learning another language as well as offering cultural insights.” This key point was mentioned earlier on and I continuously try to encourage my students to keep an open mind when learning languages, especially towards the cultural aspect of it.

‘A Process Approach to Developing Students’ Extended 2000-Word Project-Based Writing’ published in the year 2011, February, for the Studies in English Language and Literature journal of the Department of Applied Foreign Languages of National Taiwan University of Science and Technology, focuses more on the writing aspect of the English language. Some of the reasons why writing can be an awfully hideous experience for many EFL learners is mainly because, “1) the students’ lack of English reading experience, 2) lack of organization, 3) no demand of consecutive sections of writing the same topic and 4) no custom of practicing writing long essays.” Note that the first reason is because of the students’ lack of English reading experience. This is because, once learners have accumulated the necessary amount of reading experience, the concept of organization, sentence structure or the use of certain phrases, expressions or idioms will come naturally. Of course, without the custom of practicing writing on a weekly or monthly basis, handing out a beautifully written essay is probably still beyond the abilities of the average EFL learner. This is yet another reason why I try to stimulate a passion for reading in my students.

