

應用英語研究所近五年(2015~2020)教師重點發表紀錄

Journal paper

- Chen, Y-H. & Huang*, J. C. (accepted). One issue, two genres: A comparison of interactional metadiscourse in news. *Pragmatics and Society*, (*corresponding author) [SSCI]
- Tseng*, W.-T., Cheng, H.-F., & Hsiao, T.-Y. (2019) Validating a motivation process model for mobile-assisted language learning. *English Teaching & Learning*, 43(4), 369-388 DOI: 101007/s42321-019-00034-1 [THCI core]
- Chen, H.J. H., and Hsu*, H-L. (2019). The impact of a serious game on vocabulary and content learning, *Computer Assisted Language Learning Journal*, 1-22. doi:10.1080/09588221.2019.1593197 [SSCI] (*corresponding author)
- Hsu, H-L., & Chen, H. J. H., & Lin, W. T. (2019). Quality Discussion and High-Level Comprehension: An Analysis of Taiwanese College Students. *Journal of Educational Media & Library Sciences*, 56(1), 107-130. doi:10.6120/JoEMLS.201903_56(1).0036.RS.CE [TSSCI]
- Chen, M.-H., Tseng, W.-T., & Hsiao, T.-Y. (2018). The effectiveness of digital game-based vocabulary learning: A framework-based view of meta-analysis. *British Journal of Educational Technology*, 49, 69-77. [SSCI]
- Huang, J. C. (2018). Marine engineering and sub-disciplinary variations: a rhetorical analysis of research article abstracts. *Text & Talk*, 38(3), 341-363. [SSCI]
- Chiao, C-H., & Huang*, J. C. (2017). Hidden messages in news: A comparison of English-language and Chinese-language newspapers that report Sunflower Student Movement in Taiwan. *Critical Approaches to Discourse Analysis Across Disciplines*, 9(1), 27-44 (*corresponding author)
- Hsueh, M. (2017). A Critique of Sources for the Notion of Sex and Gender in Judith Butler's Early Work. *Tamkang Review*. 48(1), 89-115. DOI: 10.6184/TKR201712-5 [THCI, ACI, Scopus]
- Huang, J. C. (2017). What do subject experts teach about writing research articles? An exploratory study. *Journal of English for Academic Purposes*, 25, 18-29. [SSCI]
- Lin, P.-H., Huang, Y.-T., & Lin, F.-W. (2017). Sodium tungstate and sodium molybdate hollow microspheres. *ECS Journal of Solid State Science and Technology*, 6 (3), N3113-N3116.
- Lin, L.-F. (2017). The application of the problem-based learning approach to English Class: Chinese-speaking learners' willingness to communicate. *International Journal of Education*, 9(3), 1-20. doi: 10.5296/ije.v9i3.11414 (NSC 101-2410-H-019-013)
- Lin, L.-F. (2017). Impacts of the problem-based learning pedagogy on English learners' reading comprehension, strategy use, and active learning attitudes.

- Journal of Education and Training Studies*, 5 (6), 109-125. Advance online publication. doi:10.11114/jets.v5i6.2320 (NSC 100-2410-H-019-012-MY2)
- Lin, L.-F. (2017). Chinese-speaking students' Use of metacognitive listening strategies to understand English video materials. *Journal of Education and Social Policy*, 4(1), 161-170.
 - Lin, L.-F. (2017). The integration of the problem-based learning approach into a web-based English reading class. *Journal of Educational Computing Research*. Advance online publication. doi 10.1177/0735633117705960 [SSCI] (MOST 105-2410-H-019-019)
 - Lin, L.-F. (2017). English grammar instruction and the problem-based learning approach: A multiliteracies perspective, *The International Journal of Literacies*, 24 (1), 17-26. doi:10.18848/2327-0136/CGP/v24i01/17-26. (MOST 105-2410-H-019-019)
 - Chao, W.-Y., & Huang*, J. C. (2016). ESP vs. EGP: Investigating English needs of university students in transportation science. *ESP World*, 47(17). (*corresponding author)
 - Lin, F.-W., Lin, W.-Y., & Yu, C.-Y. (2016). On what relational cloze tests can measure: A revisit applying confirmatory factor analysis. *Curriculum & Instruction Quarterly*, 19 (3), 205-236.
 - Lin, L.-F. (2016). The effects of the task-based language teaching and the presentation-practice-production models on grammar instruction. *Journal of English Education*, 5(1), 45-78.
 - Lin, L.-F. (2016). The impact of video-based materials on Chinese-Speaking Learners' English text comprehension, *English Language Teaching*, 9(10), 1-13.
 - Huang, H.-c. (2015). From web-based readers to voice bloggers: EFL learners' perspectives. *Computer Assisted Language Learning*, 28(2), 145-170. [SSCI]DOI:10.1080/09588221.2013.803983 (NSC 100-2410-H-019-012)
 - Huang, H.-c. (2015). The effects of video projects on EFL learners' language learning and motivation: An evaluative study. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(1), 53-70 (NSC 102-2410-H-019-005) Indices: ACM Digital Library, Australian Education Index. ACM Digital Library, Australian Education Index.
 - Freiermuth, M. & Huang, H.-c. (2015). Do opposites attract? Willingness to communicate in the target language for academically, culturally, and linguistically different language learners. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(2), 40-57.
 - Huang, J. C. (2015). Sub-disciplinary variations in marine engineering research article sections. *ThaiTESOL Journal*, 28(1), 78-92.
 - Lin, L.-F. (2015). The Impact of Problem-based Learning on Chinese-Speaking elementary school students' English vocabulary learning and use. *System*, 55, 30-42. [SSCI] NSC 99-2410-H-019-MY2

Book Chapters

- Huang, H.-c. (2020). Learner autonomy and responsibility: Self-learning through a flipped Online EFL course. In Mark R. Freiermuth & Nourollah Zarrinabadi (Eds.), *Technology and the Psychology of Second Language Learners and Users*, (pp. 203-223). Switzerland: Palgrave-Macmillan. ISBN: 978-3-030-34211-1 (MOST 106-2410-H-019-008; MOST 107-2410-H-019-012.)
- Lin, Lu-Fang. (2019b). A Problem-Based Learning English Listening Course: Undergraduates' listening ability and perceptions of the PBL learning environments. In Liou, Hsien-Chin (Ed.). *Foreign Language Education at Home and Abroad: Pedagogy in the Contexts of Language, Literature, and Translation*, pp. 111-138. Taiwan Taichung: Feng Chia University.
- Lin, Lu-Fang. (2019a). The Effect a Problem-Based Approach to Teaching Listening Comprehension Ability and Metacognitive Strategy Use. In Astrida Skrinda (Ed.). *Teaching English: Perspectives, Methods and Challenges*, pp. 1-45. NY, USA: Nova Science Publishers, Inc.
- Freiermuth, M. & Huang, H.-c. (2018). Assessing willingness to communicate for academically, culturally, and linguistically different language learners: Can English Become a Virtual Lingua Franca via Electronic Text-Based Chat? In B. Zou (Ed.), *Handbook of Research on Integrating Technology into Contemporary Language Learning and Teaching*, (pp. 57-85). Hershey Pennsylvania, USA: IGI Global Publishing Co. MOST 106-2410-H-019-008
- Huang, J. C. (2017). Teaching writing for publication in English to engineering students: Implications from a collaborative course in Taiwan. In M. J. Curry & T. Lillis (Eds.). *Global Academic Publishing: Policies, Practices, and Pedagogies*. Bristol: Multilingual Matters
- Huang, H.-c. (2016). Openings and closings in intercultural email communication: A case study of Chinese, Japanese, and Italian students. In Chen, Y., Rau, V. & Rau, G. (Eds.), *Email Discourse Among Chinese Using English as a Lingua Franca*, (pp. 185-204). Singapore: Springer Publishing Company. ISBN: 978-981-287-887-8 DOI:10.1007/978-981-287-888-5
- Freiermuth, M. & Huang, H.-c. (2015). Employing online chat to solve task-based activities: Using online chat to promote cultural language exchange between Japanese and Taiwanese learners. In M. Thomas & H. Reinders (Eds.), *Contemporary Task-based Language Teaching in Asia* (pp. 211-227). Bloomsbury Publishing, London. ISBN: 9781472233

Conference Proceedings

- Lin, L.-F. (2019). Implementation of the Reciprocal Teaching Approach in an English Listening Course. In *the Proceedings of 2019 The 3rd International Conference on E-Society, E-Education and E-Technology (ICSET 2019)*, pp.115-119. [EI Compendex, Scopus]