

國立東華大學教學卓越中心  
110-1 三創教學課程成果報告書

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單位:英美語文學系

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**國立東華大學-三創教學課程  
110-1 執行成果報告書確認表**

課程/學程名稱：英美語言發展故事研究 EL__51300 (碩士班)		
授課教師：王蘭菁		
服務單位：英美語文學系/助理教授		
班級人數:9 人		
勾選	繳交項目	說明內容
<input checked="" type="checkbox"/>	本確認表	請確實填報，以俾利核對
<input checked="" type="checkbox"/>	執行成果總報告表-電子檔 (Word)	字型：標楷體 (中文)； Times New Roman (英文) 行距：單行間距 字體大小：12 號字
<input type="checkbox"/>	活動記錄表	當期程全部活動紀錄，如講座、參訪、期末成發展等
<input checked="" type="checkbox"/>	本年度活動照片 (原檔)	精選 8-20 張即可 (請將檔案另外上傳並控制在 20 MB 以內)

- 繳交期末成果報告時，請確認繳交項目是否齊全
- 本年度所有受補助課程/學程之成果報告，將上述資料匯集成冊(封面、目錄、內容、附件)，做為本期成果報告書
- 若有相關疑問，請與承辦人郭心怡助理聯繫  
(#6591；imyeee@gms.ndhu.edu.tw)

# 三創課程-執行成果總報告

## 單一課程/跨領域課程

### 一、課程內容特色

這門碩士班研究課程，從歷史檔案、研究論文、字典辭典、故事傳奇及鄉野趣聞，探討及分析英語文的淵源、發展及變遷，建構印歐語言家族概念，協助學生理解並研究分析歐美語言文化脈絡產出的多采多姿語言文字故事，讓英語文單字片語的學習，不只是死死背誦記憶，而是深度理解後，更正確使用、更豐富多元的創意創新學習經驗。

### 二、特殊創意/活動規劃

本計畫課程是研究所碩班級的選修課，課程品質程度應該有其相當分量及研究素養取向。然而，從修課學生名單來看，有志從事英語教學的大學部師培學生，佔大多數。因為是人人可以選讀的碩士班課程，根據本人多年多次的授課經驗，總會有幾位同學程度優異，期望更多加深加廣的研究學習，但也會有幾位同學的英語文程度及先備素養能力不足，造成雙峰現象，教學現場很容易顧此失彼。

本著以學生為中心(Student-Centered)的教育理念，考慮學生程度及服務學生需求，本計畫預計採用混合式的彈性創新教學，善用 107-1 完成的博師科技平台的既有主題單元，建構學生基礎能力，透過互動科技功能，了解及追蹤學生學生進度情況。其次，運用專題實作的微翻轉教學，搭配學生程度及需求，彈性個別指導單字詞語主題的研究分析，加入創新創意元素，最重要是，經由同儕互評及優異作業舉例，幫助學生修改製作高品質主題影音創意教材，進而培育學生多元統合能力。

### 三、教學策略/教學方法

因此，本課程採用混合模式彈性教學，微翻轉教學、個別諮詢輔導等彈性方式，帶領研究生及大學生共同學習及自主學習。

針對學生的期中及期末專題，邀請專家學者提供評論及指導，增進學生的研究功力，也體驗應用創新創意的學思歷程。每個學生與老師討論並挑選主題(單字、詞語、成語慣用語、新創字)，蒐集資料、彙整分析、編寫文稿、繪製圖文動畫、錄製影音內容之後，學生將初稿上傳雲端硬碟，進行同儕互評及建議。然後每個學生依照教師指導及同學建議，修改並製作影音報告。本次課程開發的單元如下：

- How New Words are Created
  - Creating Words: Linsanity, Ungelivable, Frenemy, etc.
  - Texting: the gr8 db8
- Fun with Words: Switching in and out of English

#### 四、課程/學程相關產業分析

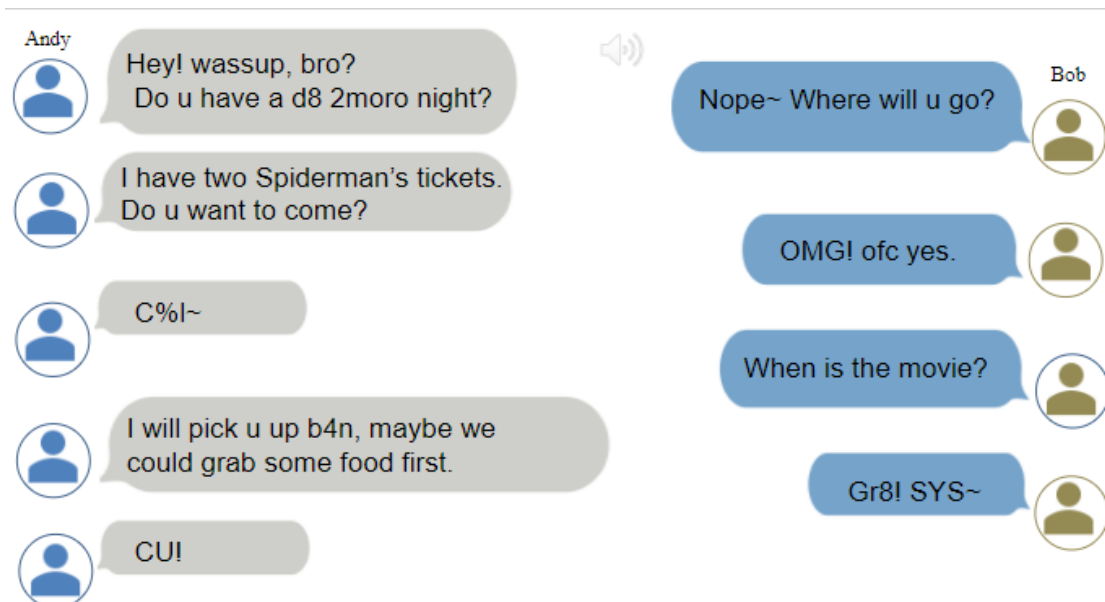
本次課程也配合在地需求及連結，培育學生專業素養及多元統合能力。今年有很多大學部英語師培生，向上選修本課程(佔預選三分之二)，用以折抵他們的英語專業培訓課程，所以今年課程安排，獲得教學卓越中心補助，結合專家學者及網路資源設備，研發創新教材內容，擴大教學應用及創新創意的元素，增進這些未來英語文教師的專業素養及日後教學品質。

#### 五、整體活動執行成果效益

教師部分：本課程將整份課程內容教材，重新編輯，諮詢專家學者顧問及由專業編寫人員幫忙，改寫教學內容，同時增加很多優質的或本領域名師的影音資料，因此課堂教學過程顯得更有趣更多元，增進了教師教學效能。

學生部分：課程習作專題部分，期中考之前為雙人合作，期中考之後為個人習作，學生經由共同設計創意活動及有效的輔助教學資源之過程中，提高了學習興趣，進而深化專業學習的重點，因此，學生參與課程/活動產出的期中報告及期末專題作品達100%，並且呈現不少學生創意及語言使用演變趨勢。

學生專題中的學生呈現創意部分(Texting: the gr8 db8 >> on your own creativity)，以下舉兩例，其他請見附件一。



I went to have dinner with two of my friends who we hadn't met for a very long time from senior high school last week. We went to a Japanese restaurant, which is very exquisite and fancy. We all thought that the service and the food there were great. I ordered a ramen and one of my friends ordered a gyudon and another ordered a katsudon. While enjoying our food, we talked about the life when we were still high school students and the wonderful stuffs we have been through together. Before we say goodbye to each other, we made a plan about if there's one day we can go abroad and enjoy holiday together. I am really looking forward to that day to come.

此外，期末額外補課時，本人特地邀請兩位優秀的國際學生(菲律賓、貝里斯)，參與線上討論及分享，讓學生認識「世界英語」(World Englishes, creole, pidgin, global English)的區域特色及使用特點，親身體會到英語在世界各地的演變，每位學生都覺得很實用，聽到的內容也很有趣，舉例如下：

- 蔡同學說：我覺得DJ 分享的菲律賓用的英文字會跟我們平時知道的不一樣，是因為以前殖民文化的影響這一部分很有趣(salvage )~然後 Azhane 分享的那個 where are you going 那一部分很有趣！一開始聽真的沒聽出來，不過後來也讓我想到以前讀過的文學作品裡，也有作者是用這樣的方式寫作，需要唸出來才有可能知道是什麼意思，有時候唸了還有可能不知道🤔
- 謝同學說：親自聽到菲律賓四所大學的學生，他們日常使用英語的特色，原來語言的使用也會產生身分等級的識別功能，令人驚訝！

## 六、多元評量尺規

本課程的平時與專題並重，平時學習活動多元，個人及小組彈性交互應用，鼓勵及啟發潛能為主。

平時成績 General Performance, Presentation & Discussion, In-Class Work 50%

期中專題 Midterm Project 25%

期末專題 Final Project 25%

## 七、學生整體意見與回饋 (整體活動滿意度、文字意見回饋等)

每位學生在學期末的專題報告之後，表達對本課程學習感受及心得，舉例如下：

- **Thanks to professor Wang, leading us to explore the vocabulary's world. What I learned from this class is not to absorb as much information as I can, is to know how to use the tools to do the research and to use on teaching.**

- About learning in this course, **I started to notice** the etymology of the words, their origins, their meanings, how the words created and some interesting stories behind these words. **When I studied in high school** and learned English, I seldom had opportunities to know the stories or origins of the vocabulary; however, **by learning and searching the information in this course, I think it's really interesting** to know how a word created, how it changed or how it affected by another countries or cultures when we are learning a language. **Therefore, I think it would be really useful and could enhance students' motivation** if we teach them interesting stories or knowledge about the words.
- 在這最後這幾週的課程中,我們學習了深入研究「字」的方法。在看了許多不同種類的例子後,也更加的了解了歷史的變遷對一個字的起源跟發展有什麼樣顯著的影響。除了字的歷史之外,我們也去了解這些字該如何實際應用在句子當中,而在閱讀這些不同例子的過程當中,也認識了許多在國際間較具指標性的字典,還學到了不同的字典在收錄字的過程中會因為不同的國家文化背景,因而與其他字典有不一樣的觀點,這也是在修這堂課之前我從來沒有注意過的部分。除此之外,由於歷史不斷的變遷,很多字現在的意思可能跟一開始被創造出來時的意思完全不一樣了,每個時期也都有代表性的字,可以藉此看出當時發生的重大事件或流行文化,這些都是非常值得我們去探究的。在深入研究這些字的過程中,有兩個主題令我印象最深刻。第一個主題是年度新字,不同年份的年度新字可以非常真實且直接的反應出當年度的流行,其中我記得有一年的年度新字甚至有愛心符號,讓我印象非常深刻,也覺得很有趣。第二個讓我印象也很深刻的主题是鍵盤用語,透過數字、英文字母甚至是符號,居然可以創造出這麼多有趣且常用的字,猜測的過程也非常好玩,而我認為這些有趣的課堂活動都對期末報告中要發揮自己的創意創造新字的部分非常有幫助。
- A Final Word about My Learning in This Course
  1. English ability foundation
 

I learned many new words and knowledges in this course. For example, words like scrabble, insurrection, aquadextrous, portmanteau, chortle and lurk. **I am happy to enhance my English ability and it also encourages me to learn all the time** even though I become a teacher in the coming years.
  2. Literary knowledge
 

I had prepared my MA program of English literature during this semester. **I was surprised when I read the materials about** sample made up words from the literary works that I read before like Catch 22 (1961) and Scrooge form A Christmas Carol. **I love the variety of material in this course.**
  3. Combining English teaching methods
 

In the course “word in a word,” we were asked to make two creative sentence and then share to the class. **I was impressed and having fun in that topic and I would like to utilize the topic and “Make a sentence” exercise into my curriculum designing.** Besides,

the word play worksheets are interesting for us to brainstorm, but they are a little bit difficult for non-native learners. Therefore, I would give some clues for my future students. Last but not least, **we shared what we learned and a reflection at the end of each class, and it is a win-win strategy** which students got time to internalized knowledges by sharing and teacher could gather ideas to design next course based on students' learning situation.

- In the classes in the first few weeks, I acquired the word of etymology. **It is new for me.** I might hear about the concept, but I have no idea of its name. Etymology is about words' history and developments. Chinese words have historical development, so do the English words. They might change and appear with the era. After understanding the historical background of the word, we know why to use this word to express the meaning. **We build the connection between its meaning and historical background. With this connection, it becomes easy to remember words by understanding things behind the vocabulary.** For example, orthopedic is orthos "right or straight" + paideia "rearing of children." The vivid image comes to mind immediately, refining my impression of the word.

**I think about how to apply it in teaching.** For different levels of learners, teachers can provide different levels of words to them. Then, teachers teach and explain to learners the origin of words and why people use them that way. Besides, teachers can let students search words in news or websites to make connections between students' life and words. Therefore, this teaching method is to show vocabulary is not only meaning but also its structure and roots. For example, alone is all plus one, and we can acquire its meaning from that way. It might be a better way to teach students to understand English vocabulary rather than memorizing words and spelling. Therefore, it will be hard to forget what you learn.

**Another impressive thing I experienced in these weeks is the words' change over time and how words and culture affect each other.** Many dictionaries will add new words to their dictionaries. People create new words for the convenience of texting, such as gr8, db8, and amirite, etc. It represents the lifestyle of the current era, and it shows us how the internet can let people create more words for internet usage.

Nowadays, lexical innovation is no longer limited to the traditional centers of English in the UK and the US. In 2021, the Oxford English Dictionary added new words, such as hallyu and the prefix "K-," borrowing from Korean to the OED. It also represents culture can influence lexical innovation, and we can see how huge the South Korean influence is.

**During the process of preparing the final project,** we need to find the word in the news. This activity not only allows me to know how to use the word in life but also allows me to acquire what happens in the world by reading the news. **What's more, I believe it also helps me improve my reading ability.** Throughout the whole process, some words will have connotations according to their original meanings. Besides, words' meanings might change over time. Etymology shows not only words' history but also words' developments.



Because the social culture and phenomenon change, many new words appear and enter into dictionaries. In conclusion, words are related to definitions and the current situation in society.

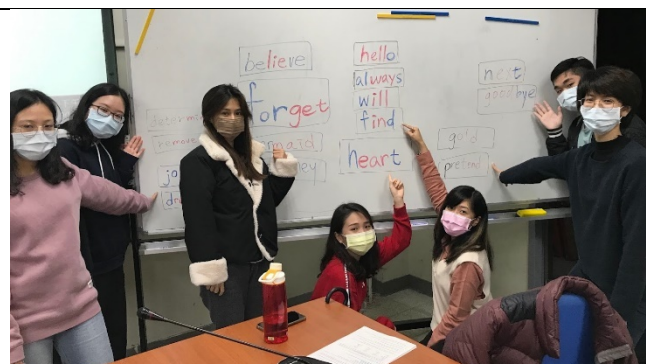
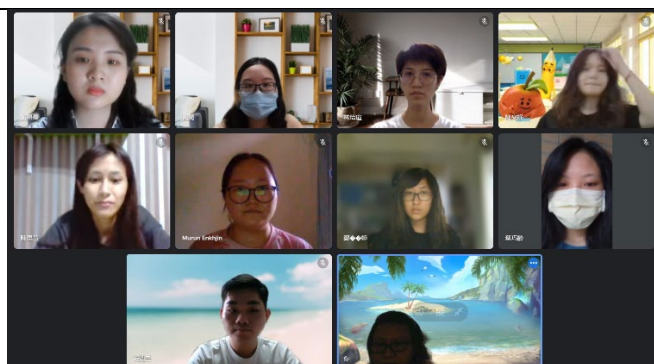
## 八、檢討與建議

原先安排的學習單元及內容屬性，前半部分採用實體到班上課，學生比較能夠練習及體會到基礎研究的歷程及相關技巧，但是受到疫情影響，全校開學前三週改用線上教學，加上師生希望處理是否實體或到校的不確定性，學期初我們投票表決再期中考試之前，一律採用線上教學，這樣的安排，確實影響到教學品質及內容學進度。雖然已經數度師生討論及調整課程主題內容，並且增加使用線上教學資源及自主學習，仍是難以完整涵蓋本課程預定地學習要素。

然而，學期末前二週，本人徵詢學生意見，部分學生提出再補課建議，全體學生決定另外在學期結束之後，1月25日星期二下午2點至5點，使用 google meet 增加線上學習。教師本人有明白表示，這次增加補課，是額外的，並非強迫必到，學生可以自由參加。1月25日上線時，我發現全班9人，有8人上線來學習，而且態度積極，可見學生真的重視本課程，也凸顯學生之前多次表示本課程讓他們的學習打開另外領域，實在令人欣慰！

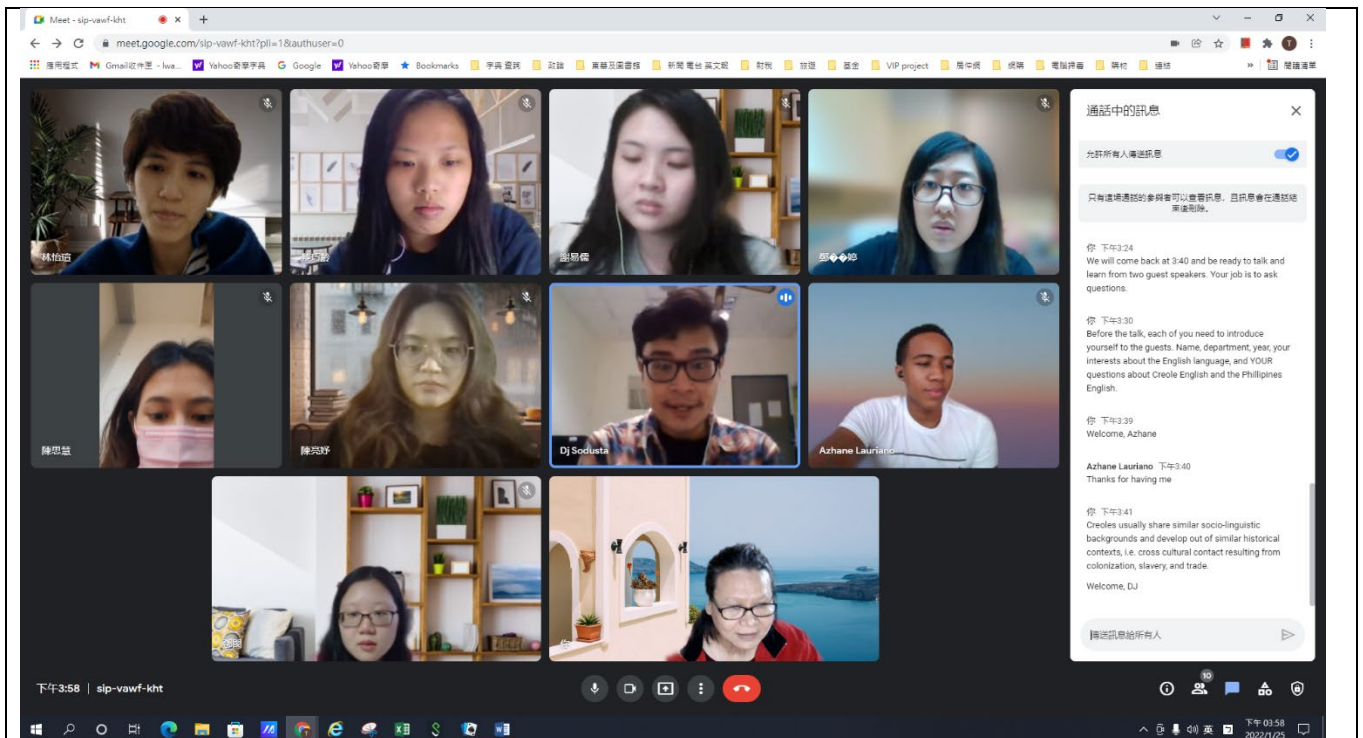
當然，這次增加補課，有1位同學沒參加，也是可以預期，該位同學整個學期都是被動加上只求過關的作法及態度(經過幾次善意提醒)。本人只期望這位同學對教師本人的學期評鑑，手下留情，不要又是最低1分，影響很大啊(1/9)！甚至可能造成本人兩學年不得開課，哀！

## 九、活動精彩剪影 (請檢附二至四張活動照片，並予以簡述)



開學前三週，全校規定用線上教學的安排，由於科技品質的限制，確實影響到教學品質及內容學進度。

實體到班上課，每位學生積極進行文字研究，解析建構及創意，分享及共同修改的過程，互動學習效果比較好。



期末時，部分學生提出再補課建議，全體學生決定另外在學期結束之後，1月25日星期二下午2點至5點，使用 google meet 增加線上學習。參加的同學都覺得實用又有趣。另有一位學生未入境，在處理連線問題。

## 附件一

按下 **Esc** 即可結束全螢幕模式

# Texting

Do you know that Kelly is in a relationship **w/** a guy she met online?

**Wat!** You **are capping!** I don't believe you.

**Me 2.** I bet he is a **catfish**. She seems to keep **sexting** w/. him. What is she thinking?

Don't be too hard on Kelly because she is a total **snowflake**, and you'll only upset her. **IIRC**, she **unfriended** people who judged her relationship.

Ok, then. **BTW**, the memes I sent u are **NSFW**. Read it later. **C2G**.

**ttyl**

Rose and Jack r a sweet couple. Rose's BDAY is coming, so Jack decide 2 prepare a PRT 2 wish her HBD. He txt their BF's 2 come 2 his house and plan 4 the party a few days ago.

[the day b4 Rose's BDAY, Jack and Rose r txtng each other]

J: Do u have time 2moro?

R: Yes.

J: Ok, that's nice. I have a surprise 4 u. I'll go pick u up. cm if u r ready 2moro.

R: ok, cu then.

[on Rose's BDAY]

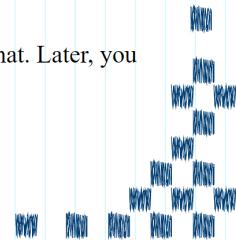
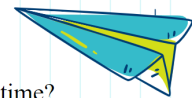
[Rose feels very surprised]

R: Oh, u r so nice, idk how to thk u

J: u don't have 2 do that bc I love you 4ever.



- Kevin: Hey, George. Long time no see!
- George: OMG! Kevin! Has it been five months since we met last time?
- Kevin: IDK. But it's exciting to meet you. TBH, I've always wanted to chat with you again. Just like what we did every week when we were in the college. But we've always busied on working now. BTW, would you like to have the afternoon tea with me later?
- George: Of course, NP! But, TBE, I still have work RN, would you mind waiting for me for about thirty minutes? I will BRB soon.
- Kevin: NVM, it's okay! I could find a fantastic cafe for us to chat. Later, you could just call me to LMK you've done your work.
- George: THX. TTYL.



## F. Texting/On Your Own Creativity



**Annie:** *2day* (Today) must be a *ldaful* (wonderful) day.

**John:** Why?

**Annie:** Because I have a *d8* (date) *2nite* (tonight).

**John:** *c%!* (cool). What about *2moro* (tomorrow)? What are you going to do?

**Annie:** *idk* (I don't know). Maybe sleeping all day? Sometimes I just wish that I could sleep all day *4ever* (forever).

**John:** *LOL* (Laughing out loud).

**Annie:** *jk* (Just kidding).

## Texting

04.

How's going?

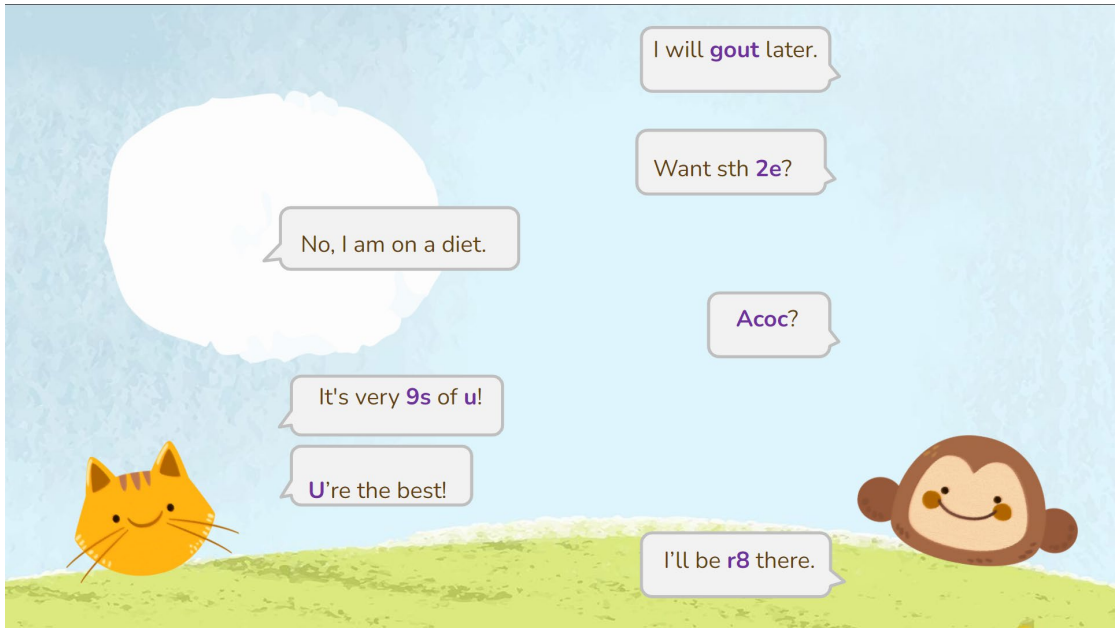
Areyok? What's wrong?

Tomorrow is the **d9** for the **G-project**.

None of my **G-members** has started doing PPT.







# THE GR8 DB8:

Me: By the way  
 Me: Where the party at?  
 B: National Dong Hwa University stadium  
 Me: Fear of missing out  
 B: I know right!  
 Me: On my way  
 B: See you

Sunday 20:37

btw  
wtpa  
fomo  
omw

NDHU stadium

ikr!

cy

Chat Screenshot by GeekPrank.com

Send