



Wen-Chuan Lin 林文川

職稱	Associate Professor 副教授
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學歷	PhD, Cardiff University, UK 英國卡地夫大學哲學博士 I am interested in EFL Learning and Sociocultural theory. I graduated from Cardiff University, UK and worked as Research Fellow at the Center For Sociocultural & Activity Research, Bath University, UK.
經歷	中學英語教師、英國巴斯大學博士後研究員、教育部南區英語教學資源中心計畫主持人、文藻外語大學助理教授
教授課程	Language & Culture; Cross-cultural Communication; Research Writing ; Qualitative Research Methodology 語言與文化、跨文化溝通、研究寫作、質性研究方法 EFL Education; CFL learning; Language Learning & Technology; Sociocultural theory of Learning; Qualitative
專長領域	Research 英語教育、以中文為外語學習、語言學習與科技、社會文化學習理論、質性研究

訪問學者

Aug 2015~Jan 2016: School of Education, Durham University, U.K.

Jun~Sep 2013: Centre for Sociocultural and Activity Theory Research, Dept. of Education, University of Bath, U.K.

研究成果

Aug, 2013 - Jun, 2015: Principal Investigator / National Science Council (NSC 102- 2410-H-160-001-MY2: Title: A cross-cultural comparative study of secondary students' foreign language learning process: Taiwan and England)

Aug, 2011-Jun, 2012: Principal Investigator / National Science Council (Title: Minimize English divide: exploring the effects of online tutorial between college and rural high students on English learning)

Feb-July, 2009: Principal Investigator / Wenzao Ursuline College of Languages (Title: Using Wikis to develop writing skills among college students in Taiwan)

2003-2004: Research Assistant / National Science Council (Title: Constructing a tele-mentoring system for the professional teaching community)

2002-2003: Principal Investigator / Ministry of National Defense (Title: A study of creative teaching modules in Chinese language teaching)

2000-2001: Principal Investigator / Ministry of National Defense (Title: Development of military high school students' creative thinking ability)

服務專業

Ethics Reviewer, National Chen-Kung University Governance Framework for Human Research Ethics, Taiwan.

Director, English Teaching/Learning Resources Center in Southern Taiwan (MOE), ETLC web: <http://etlc.wtuc.edu.tw/>

其它

A. Journal Papers

Lin, W. C., & Yang, S. C. (2015 December). Exploring effects of online culturally responsive pedagogy: Collaborative learning between college tutors and indigenous high school students. *Journal of Research in Education Sciences*. 60(4), 223-253. (TSSCI-A 級)

Tsai, H. C., **Lin, W. C.**, & Yang, S. C. (2015 December). Exploring the effects of peer review and teachers' corrective feedback on EFL students' online writing performance, *Journal of Educational Computing Research*. 53(2), 284-309. (SSCI)

Lin, W. C. (2015 March). The early birds catch the worms? Rethinking primary-junior high school transition in EFL learning. *The Asian Journal of Applied Linguistics*. 2(1), 17-27.

Lin, W. C., & Wu, L. J. (2014 January). The life story of a Taiwanese female intermarriage migrant and its implications (in Chinese).

Curriculum & Instruction Quarterly. 17(1), 233-255. (TSSCI)

Lin, W. C., & Yang, S. C. (2013 May). Exploring the roles of Google.doc and peer e-tutors in English writing. *English Teaching: Practice and Critique*, 12(1), 79-90. (SSCI)

Wu, E. J., **Lin, W. C.**, & Yang, S. C. (2013 April). An experimental study of cyber face-to face vs. cyber text-based English tutorial programs for low-achieving university students. *Computers & Education*. 63, 52-61. (SSCI)

Lin, W. C. (2012 October). Language competition and challenges in plurilingual education: the case of a Hakka school in Taiwan. *L1- Educational Studies in Language and Literature*, 12, 1-19. (Special Issue)

Wang, M. J., & **Lin, W. C.** (2012, June). Exploring the relationship between EFL students' writing errors and genres of reading articles: The case of an online reading and writing competition. *Providence Forum: Language and Humanities*, V(2), 53-72.

Lin, W. C. (2012). Choosing between methodologies: an inquiry into English learning processes in a Taiwanese indigenous school. *English Teaching: Practice and Critique*, 11(1), 43-59. (SSCI)

Lin, W. C., Shein, P. P. & Yang, S. C. (2012). Exploring personal EFL teaching metaphors in preservice teacher education. *English Teaching: Practice and Critique*, 11(1), 183-199. (SSCI)

Lin, W. C., & Yang, S. C. (2011) Exploring Students' Perceptions of Integrating Wiki Technology and Peer Feedback into English Writing Courses. *English Teaching: Practice and Critique*, 10(2), 88-103. (SSCI)

Lin, W. C., & Yang, S. C. (2011) Using wiki online writing system to develop English writing skills among college students in Taiwan (in Chinese). *Curriculum & Instruction Quarterly*, 14(2), 75-102. (TSSCI)

Lin, W. C., & Yang, S. C. (2009) Metaphorical conceptualisations of EFL teacher roles and teaching belief: a socio-cultural approach (in Chinese). *Curriculum & Instruction Quarterly*, 12(2), 193-222. (TSSCI)

Lin, W. C. (2008) Culture, ethnicity and English language learning: a socio-cultural study of secondary schools in Taiwan. Unpublished Doctoral Dissertation. Cardiff University, UK.

Lin, W. C., (2008) Educational trends in the UK: Vygotsky and education (in Chinese). *Journal of Elementary Education*, 48 (4), 101-111.

Lin, W. C. (2004) The instruction of creative reading in English subject: using de Bono's six thinking hats (in Chinese). Sun

Yat-sen Forum of Pre-service Teacher, 1, 16-30.

Yang, S. C., & Lin, W. C. (2004) The relationship among creative, critical thinking and thinking style in Taiwan high school students. *Instructional Psychology*, 31(1), 33-45.

Lin, W. C. (2004) A study of creative thinking instruction: the teaching of Chinese couplets (in Chinese). *Curriculum & Instruction Quarterly*, 7 (2), 115-34. (TSSCI)

B. Conference Presentation

Lin, W.C. (2015). Exploring the Development of Intercultural Communicative Competence and Language Learning: Online Interactions between Students in Taiwan and England. The Annual Conference of British Educational Research Association (BERA). UK: Belfast, North Ireland.

Lin, W. C. (2014) Exploring college e-tutors service learning process for teaching English: A case study in Taiwan. The Second European Conference on Language Learning (ECLL) Brighton: UK.

Lin, W. C. & Duxbury, J. (2012). Minimize English divide: Exploring the process of online tutorial between college and high school students on English learning. The 9th Cross-Straits Conference on Languages and Learning. Kaohsiung: Taiwan.

Lin, W. C. (2011) Exploring college students' experiences of integrating Google.doc writing platform and peer e-tutors into an English writing course. The 8th Cross-Straits Conference on Languages and Learning. Beijing: China.

Lin, W. C. (2010) Exploring language identity clash and competition in EFL learning: the case of Hakka students in Taiwan. Junior Researchers of European Association for Research on Learning and Instruction (EARLI) Frankfurt: Germany

Lin, W. C., & Ivinson, G. (2008) Ethnic cultural legacies and EFL learning: a socio-cultural study in Taiwan. The Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI -SIG). Goteborg: Sweden.

Lin, W. C., (2008) Culture, Ethnicity and English Language Learning: a sociocultural study of secondary schools in Taiwan. The Annual Conference of the American Educational Research Association (AERA). USA: New York.

Lin, W. C., (2007) Value conflict among self, home and school: conceptualizing students' changing identities in EFL Learning. The Annual Conference of the British Educational Research Association (BERA). UK: University of London.

Lin, W. C., (2006) Learning English as sociocultural practice: the impact of teachers' guided construction of knowledge in classroom discourse. The Annual Conference of the British Educational Research Association (BERA). UK: Warwick University.

Lin, W. C., & (2006) Classroom discourse as social practice: exploring intersubjectivity in two classrooms. The 7th Inter-University Graduate Conference. UK: University of Cambridge.

Lin, W. C. (2004) Exploring classroom discourse: sociocultural approaches to learning English. the 13th International Symposium and Book Fair on English Teaching, Taiwan: Taipei.

Lin, W. C., & Ivinson G. (2004) Sociocultural approaches to creativity: commencing from Vygotsky's theories on thinking. The 2004 International Conference on Creativity Education, Taiwan: Taipei.

C. Thesis

Lin, W. C. (2008) Culture, Ethnicity and English Language Learning: a Socio-cultural Study of Secondary Schools in Taiwan. Unpublished Doctoral dissertation, Cardiff University, United Kingdom.

林文川(2002)。創造力與創造性思考教學之研究。國立中山大學教育研究所，未發表碩士論文。

D. Books

Lin, W. C. (預計 2017). Learning English and Chinese as foreign languages: Socio-cultural and comparative perspectives. Multilingual Matters. (Book Contract signed in 2016 and scheduled to be published in 2017 by Multilingual Matters)

Lin, W. C. & Byram, M. (eds.) (2016). New approaches to English language and education in Taiwan: Cultural and intercultural perspectives. Tunghua Publishers, Taiwan. (東華書局)

Lin, W. C. (2016). Challenging the pedagogical discontinuity in EFL between elementary and junior high schools in Taiwan. In W. C. Lin & M. Byram (Eds.) New approaches to English language and education in Taiwan: Cultural and intercultural perspectives. Tunghua Publishers, Taiwan. (東華書局)

Lin, W. C., & Ivinson, G. (2012). Ethnic cultural legacies and EFL learning: A socio-cultural study in Taiwan. In E. Hjørne, G. M. van der Aalsvoort & G. de Abreu (Eds.). Learning, social interaction and diversity - exploring school practices (pp. 69-84). Rotterdam, Netherlands: Sense Publishers. (**Book Chapter**)

林文川、楊淑晴譯 (2004)。電腦應用教育中的控制與力量。載於 H, Bromley & M. Apple 主編。Education/Technology/Power: Education Computing as a Social Practice. 教育科技權力視資訊教育為一種社會實踐。台北：高等教育。