

STUDENT'S ATTITUDES TOWARD INTEGRATING MOBILE TECHNOLOGY INTO TRANSLATION ACTIVITIES

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ABSTRACT

Previous research shows that the integration of mobile phones in the classroom is challenging, but numerous studies have also demonstrated that wireless networks and mobile tools to support collaborative learning improve educational outcomes. This study aims to question the feasibility of replicating their research methodology in Taiwanese classrooms. For this purpose, two conventional classes of second year license degree in Applied Foreign Languages were the respondents. The students' attitudes were observed and their participation was examined through an interview that revealed the perceptions of their learning experiences. The results of this study show that students, when allowed to use their cell phones according to their own needs in a collaborative learning, become more interested in their learning and can improve their English efficiency more than students in the conventional classroom. It is thus recommended that highly advanced technology be integrated with more flexibility to match students' learning needs and motivations.

KEYWORDS

Technology, management, integration, mobile phones, collaborative learning

1.INTRODUCTION

Two English classes of National Taipei University of Business part-time students, learning English translation in evening classes, made extensive use of their mobile phones in the classroom. Hence, this descriptive research aims to use an interesting teaching method which integrates students' mobile devices with more flexibility than previous formal experimental research. While engaging in small group activities or being outside the classroom, students took responsibility for their learning by increasing their cognitive learning, with the help of their teacher who recognized their preferred communication modes and identified the most efficient and potentially successful applications of mobile learning (Tai & Ting, 2011, p.151) [1]; United Nations Educational, Scientific and Cultural Organization, 2010, p.3) [2]. Schunk (2008, p.107) [3] defined cognitive learning as learning "involving the transformation of information in the environment into knowledge that is stored in the mind. Learning occurs when new knowledge is acquired or existing knowledge is modified by experience". Based on Piaget's and Vygotsky's research, he added that students' cognitive learning is enhanced by their ability to practice conscious thinking and make active construction of understanding.

This study found that a too rigid methodology employed by previous experimental research methodology may be likely to prevent students from being more open to teaching and learning alternatives, and may result in being dependant on their teachers – more precisely with college Taiwanese students' learning concerns. It is argued that Taiwanese students may be feeling less motivated to take initiatives to learn with more freedom and more open mindedness when they received a cognitive load from their teachers (Shih, Chuang & Huang, 2010, p.52) [4], or more

simply stated, by listening to their directions on a daily basis. According to Ou (2015, p.30) [5], students usually have to follow their teachers' strict traditional teaching methods such as imitation, recollection and oral repetition practice. Thus, students may become too passive in class if specific directions provided to them are latent or delayed, or if the teacher is "not in charge" or "not involved" in the learning activity (Chu & Nakamura, 2010, p.31) [6].

According to UNESCO, 2010, p.1) [2], "Mobile learning is part of a new learning landscape created by the availability of technologies supporting flexible, accessible, personalized education. Thus, the main purpose of this research is to integrate students' mobile devices with more flexibility than previous formal experimental research, reducing students' dependence on their teacher by providing lesson plans matching their learning motivations.

The paper is organized into the following sections. Section 2 presents the literature review on the subject. Section 3 describes the use of mobile phones in class and problems related to their use. Section 4 presents the methodology used for conducting this study. Section 5 presents the results of the study, followed by a discussion and conclusion in section 6.

2.LITERATURE REVIEW

According to Chu & Nakamura, 2010, p.31) [6], Students tend to be passive and silent in the classroom and sometimes resistant to speak out (Chang, 2011, p.5) [7]. The reason for this is that they have been used to being given step-by-step guidance for tasks and assignments (Chu & Nakamura, 2010, p.31) [6]. This learning habit seems to be suitable to the current research on mobile devices use in the classroom such as Personal Digital Assistants (PDA) (Shih, Chuang & Hwang, 2010, p.50) [4], blogging (Huang & others, 2009, p.164) [8], and Applications development (Ou, 2015, p.28) [5].

For example, Chuang & Hwang (2010, p.53) [4] conducted a study which included the creation of a PDA, aiming to support the teaching of social science to 33 elementary school students. After an 80-minute class session to provide the course orientation to the students by bringing them to the library to find learning materials, these students were satisfied with the use of the PDAs because they could take advantage of their living environment, which allowed their cognitive learning to improve significantly.

On the other hand, several problems related to the use of mobile phones have also been pointed out in the previous literature. These problems include the use of mobile devices themselves, the time devoted on preparing new lesson plans, the technical problems encountered by teachers and students alike, and the lack of training of the teachers willing to integrate mobile phones in their teaching.

According to Hu (2011, p.151) [9] and UNESCO (2010, p. 3) [2], students may integrate the use of mobile phones at different rates, and language learning barriers may limit the use of mobile phones for language learning at technological, pedagogical and psychological levels. Clough and others (2007, p.360) [10] also noted that PDA users might express some difficulty with data input due to the small screen of the mobile devices, and experience anxiety about the process of its use, which can only be improved by more experience and familiarity with the technology.

Tai & Ting's (2011, p.13) [1] study investigated the attitude and propensity for 6 Participating female teachers to innovate with mobile phones integration in their classroom, revealed that they spent considerable leisure time discussing ideas and receiving assurance for each step of the activities. They all expressed that the workload was much greater than what they had expected at the beginning of the project. In the same line, Cui & Wang (2008, p.75) [11], reported that most teachers have heavy workloads and hardly have any time to receive training or self-study the advanced functions. As a result, teaching is mostly delivered in the traditional classroom.

Cui & Wang (2008, p.75) [11] and Lee & Salman (2012, p.3) [12] emphasized that mobile devices are very likely to have technical limitations due to manual difficulties of use as well as high costs of operations, especially when users are low-budget students. Miangah & Nezarat (2012, p.311) [13] stressed that small screens, reading difficulty, data storage, many of the mobile phones are not always designed for educational purposes creating challenges in carrying learning tasks.

Finally, while Cui & Wang (2008, p.75) [11] revealed that even though some Chinese universities may receive the latest technology devices, teachers cannot take full advantage of them because they lack appropriate professional development training due to the institution's limited budget. In the same vein, Begum (2011, p.110) [14] raised the problem that teachers do not receive any training on how to arrange mobile learning activities through cell phones in the classroom although he argued that instructors be well prepared to utilize new technologies to meet the needs of all the students.

A more flexible way of mobile phones use in the classroom is very likely to help solving some conflicting problems regarding mobile phones use in the classroom. While Gay *et al.* (2001; cited in Liu and colleagues, 2003, p.381) [15], noted that teachers are not obliged to integrate mobile applications, Chen (2006, p.228) [16], Bayless, Clipson & Wilson (2013, p.120) [17] and Ali & others (2014, p.1) [18], argued that mobile devices have become part of a new learning landscape created by the availability of technologies supporting flexible, accessible, personalized education (UNESCO, 2010, p.1) [2].

Hence, teachers should try to find suitable ways to incorporate mobile technology (Bayless, Clipson & Wilson, p.132) [17] which will maintain and improve student's learning motivation (Hu, 2011, p.151) [9] and UNESCO (2010, p. 3) [2]. Therefore, this study aimed to find out if a flexible use of mobile devices, without using any convoluted experimentations from previous research, can help students increase their learning motivation and help them become more active by taking more initiatives in making concrete suggestions of improved translation tasks and choice of learning materials they would be more interested in.

3. SMALL GROUP COLLABORATIVE LEARNING

3.1. Use of Mobile Phones

The researcher taught English in a course titled "Film Translation" to both classes 二技夜外語二甲 (= 5 males and 28 females) and 二技外語二甲 & 四技應外四甲 (= 10 males and 36 females). The teacher designed the same curriculum for both classes. On week 5, the teacher refocused the lesson plan with a more flexible use of mobile phones in the classroom by a week-by-week adaptation of the course activities to the students' learning needs and motivations. With the use of mobile phones in small groups, collaborative learning, it is apparent that students became more interested in their learning, and some students took more initiatives to contribute to class learning.

3.2. Problems related to the use of mobile phones in the classroom

In line with Chen (2006, p.220) [16], the teacher noticed that some students were constantly using their mobile phones for personal purposes, not related to class learning activities. In reference to Chen, 2006, p.227) [16], inattention in class due to mobile phone use may be highly correlated with reduced academic performance. Therefore, in order to remediate to these inattention problems, it was very important to keep a positive non-verbal language, or at least neutral one, and gently remind students that they have to join the team for their translation tasks.

The researcher also checked if any inattentive students were listening to class directions; in case a student did not pay attention, another student was asked to explain what was said to class to the concerned student. If the student heard the teacher's comments, he or she was asked to repeat in

Chinese to the class. The author of this study's teaching experiences are similar to Marzilli and others' (2014, p.10) [19] investigation results. Marzilli and others examined American faculty attitudes toward technology use in the classroom in which faculty member participants revealed that students are "*distracted by technology*". Students may not be paying attention to lectures because they are drawn to their computer screen.

Marzilli and others also reported that faculty members realized that they have a lack of knowledge about technology. This second finding could be a reason to the students being distracted as professors do not have enough expertise on how to integrate mobile phones into their curriculum more efficiently. Moreover, the faculty did not feel that they have the resources they need to invest in technology, it goes without saying that purchasing a mobile phone for each student in order to carry out an experimental study because faculty feel that the technology access on campus was unreliable.

4.METHODOLOGY

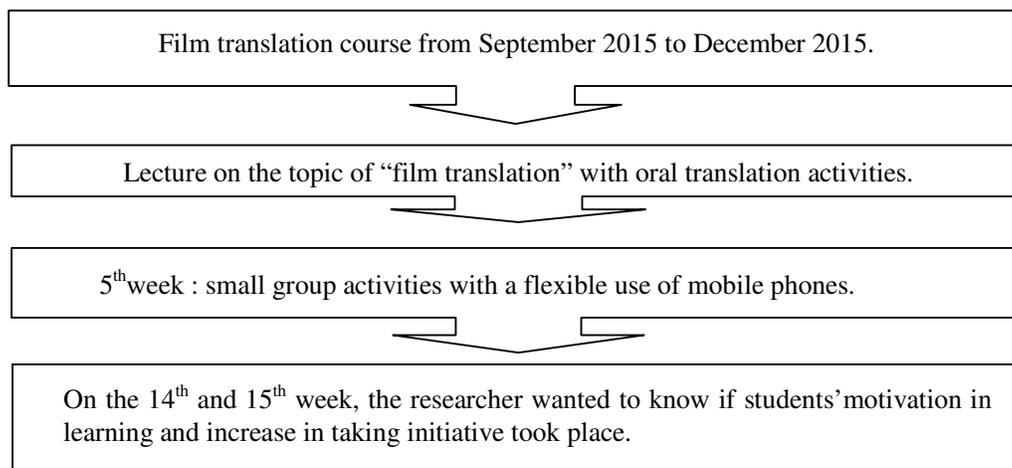
4.1.Context and Participants

The research was conducted at the public university of National Taipei University of Business, located in Taipei city, Taiwan. The samples were taken from 77 students; they were attending 影視翻譯(Film Translation) course. Students in class 二技夜外語二甲 (= 5 males and 28 females) were in the third semester, the other class was a composition of two different classes joining the same course 二技外語二甲&四技應外四甲 (= 10 males and 36 females). Their age ranged from 18 to 21 years old.

4.2.Procedure

The survey took place In December 17, 2015, and lasted for two weeks. The students completed a 5 point-likert scale Chinese and English questionnaire in 20 minutes, which was related to the use of their cell phones in the classroom. The following week, 6 students in each class volunteered to answer an interview relating to their learning improvement in class.

In line with Arshad, Ramani&Kashif' s questionnaire (2014, p.1) [20], this study also used a self-made questionnaire with the difference that an online student satisfaction sample survey template was used. The validity of the question items was verified and could be used to survey students after refinement, but because of time constraints, the Cronbach' s Alpha's reliability of the questionnaire was not tested.



5.RESULTS

5.1.Results of the questionnaire

Out of 77 students enrolled in both of the “English Translation” class, 72 participants responded to the questionnaire, and 2 students had taken a sick leave, and three were absent from class that day.

Table 1. Results of the questionnaire

Questions	Strongly agree	Agree	neutral	disagree	Strongly disagree
I feel more free and easy to perform translation tasks with mobile devices instead of face-to-face class.	16%	50%	20%	13%	0
It improves my engagement by offering a more relaxed and comfortable setting for learning	9%	42%	40%	13%	0
I feel more free and easy to perform translation tasks in group discussions with my classmates	13%	71%	4%	13%	0
I feel more free and easy to access to useful Apps which can help my group perform better.	4%	58%	13%	4%	0
It gives me the chance to follow my progress and promotes my learning.	4%	38%	38%	17%	4%
It creates an enjoyable classroom. It removes the boredom of traditional classroom practice in language teaching.	4%	33%	50%	13%	0
I am sure I can participate in the classroom. It helps me a lot.	13%	63%	25%	0	0
I can ask my classmates for help in my study. I can also ask questions related to homework.	21%	58%	17%	4%	0
It helps promoting an interactive classroom.	8%	46%	33%	13%	0
Group discussions become more meaningful.	17%	58%	21%	4%	0
Group discussions more interesting and fun.	17%	58%	25%	4%	0
Group discussions become more motivating.	17%	50%	30%	4%	0
Group discussions become more suited to my learning needs than without my mobile phone.	13%	63%	13%	8%	0

According to the informal data gathered from the researcher's observations, students enjoy working in small group discussions more than doing individual work. The researcher found that students enjoyed small group discussions even more so when they were allowed to use their mobile phones; they said that group discussions become more suited to their learning needs. Even though mobile phones are considered as a personal tool, these students do not automatically use it for personal reasons such as checking their progress or getting rid of boredom. Mobile phones usually give them more freedom and easiness to perform translation tasks with their group discussions. Students believe that they can participate more in classroom discussions which become more meaningful, interesting, and fun with the possibility to access to internet Apps such as YouTube, Gmail, and translation tools. Furthermore, these also feel they have an opportunity to bring a valuable contribution to their groups as they become more motivated to ask and share information with their team members.

5.2. Results of the interviews

After the questionnaire was completed, the researcher invited the two classes to respond to an interview. The participants (= 1 male and 6 females) responded voluntarily to the interviews. Because they were night time students, they had little extra time to spare to retrospect on their learning experiences. During the course of the semester, the researcher noticed that students gained different levels of English efficiency. Thus, their testimonies were categorized into "less efficient students" (L.E. = 1 male and 3 females), and "more efficient students" (M.E. = 3 females). The interview included 7 items which addressed the use of mobile phones during the students' small group class activities.

To the first item, *Did you feel more interested and challenged from a large lecture course into a small-group work while being allowed to use your mobile phone?*, both L.E. and M.E. students responded that they favored working in small groups better than a large class lecture because they could use English in more authentic situations. While L.E. students said that they use their mobile phones as a vocabulary builder, M.E. students feel that they prefer face-to-face interactions more and do not rely on their devices as much as less efficient students do.

The second item, *How did small group interactions, while using your mobile phones, helped you developing problem solving skills of translation tasks, and what were the barriers?* shows that the use of cell phones helped L.E. students perform translation tasks better than M.E. students. As L.E. students have to overcome language barriers in the English class environment, they rely on their mobile devices as a tool to help them performing translation tasks and review idioms, while M.E. students prefer face-to-face exchange of information more and use handwriting to learn and remember new idioms.

To the third item, *Do you feel more competent and confident today with your translations skills than you were at the beginning of the semester? In what ways did you improve?*, L.E. students responded that they feel a certain improvement in their translation skills because they can not only benefit from face-to-face discussions but also have learnt from their research on their devices. As one L.E. student noted, the teacher can serve as a guide to help students "find their own ways of translation skills". By contrast, although M.E. students feel that small group discussions are authentic, they would prefer learning more effective translation skills to convey meanings not just perform literal translation.

The fourth item, *Did the use of your mobile phone help you learn more about foreign societies and cultures, and to what extent?*, revealed that both L.E. students and M.E. students recognized that gained more knowledge about American culture than they had previously. Two L.E. and one M.E. students enjoy replaying video clips seen in class on their devices, to understand English better and assimilate the content of the video, while two L.E. and two M.E. students said that they

prefer to use their computer at home or their office because the screen of mobile devices are too small and their time spent on their work duty does not allow them to use extra time on their mobile phones.

The fifth item, *Do you feel that working in small groups while using your mobile phones was more helpful to learn from different individuals and perspectives?*, all L.E. students recognized that the use of their mobile devices is useful to speed up the translation process, they can learn more by working collaboratively and exchanging relevant information in class. Because M.E. students have the benefit of working at a faster speed, they collaborate outside of class they refine their translation or exchange new ideas by communicating through text messages on their mobile phones.

The sixth item, *How often did you read your Gmail messages and idiom definitions on your mobile phone? Where were you when you read them?* shows that all the students enjoy reading their Gmail messages. Nevertheless, answers to this question are heterogeneous. 2 L.E. students rarely use the internet due to the restriction of their work in the military, but read them on their laptops when they get home. 2 M.E. students prefer reading their messages on their office computer because they reported that the mobile screens are too small to look at for long periods of time. 2 L.E. and 1 M.E. students read them on their mobiles while commuting.

The answers to the seventh item, *Do you feel your teacher matched your learning needs and motivations, and to what extent did it improve your learning outcome?*, show that the course overall was suitable and matched their learning needs. 4 L.E. and 1 M.E. students feel that they appreciated working in small groups and that their use of mobile phones was helpful to develop their knowledge. By contrast, 1 M.E. student enjoyed the fact that learned to appreciate different accents and that she could use this skill at her work place; Another M.E. student stressed that she would like to learn about new translation techniques to perform more professional translations tasks.

5.3.Observations of the students attending “Film Translation” class

The observation was conducted at the public university of National Taipei University of Business, located in Taipei city, Taiwan. The samples were taken from 77 students; they were attending the “Film Translation” course. Students in class 二技夜外語二甲 (= 5 males and 28 females) was in the third semester, the other class was a mixed class 二技外語二甲&四技應外四甲 (= 10 males and 36 females). The observation took place from week 1 until week 14.

The introduction of the course “Film Translation” to the students took place on week 1. On week 2 and 3, Student tried to speak English by performing oral translation (one sentence by one sentence) on different topics such as talking about one’s best friend, a funny story they have experienced, a video clip related topic such as traveling; one student or the teacher said one sentence in English and another student translated it in Chinese, or vice-versa. Students enjoyed watching the movie clip and doing consecutive translation.

On week 4, the teacher noticed that students showed less and less motivation to respond to the teacher to perform oral translation. More students than usual were using their mobile phones, resting on their desk, hiding behind their bags (respect of their teacher/privacy concerns). They were apparently tired of making efforts to speak. As mentioned in UNESCO (2010, p.2) [2] Mobile learning needs to be understood as an emerging repertoire of learning and teaching practices rooted in the belief that interaction and collaboration within a traditional classroom are often not as effective as they could be. Thus, the teacher attempted to integrate the use of mobile phones in hid lesson plan.

On week 5, the teacher attempted a new teaching approach. After students watched a video first twice, they were then asked to form groups (6 students), and were given a sheet in Chinese to

perform written translation collaboratively in English. They had to discuss the best translation they could make of the video clip. Finally, one team member of each group had to perform oral translation while the video was playing.

The teacher encouraged students by applauding and students followed. The teacher added some American culture: students watched the movie then watched an old version of Superman movies for the students to compare.

On week 6 and 7, the students were showing positive reaction to the new learning activity and there was less random chatting from the previous teaching methodology. Subsequently, resting on their desk and hiding behind their bags (respect of their teacher/privacy concerns) was replaced by students' active participation. In line with Jarvela and colleagues (2007, p. 73), students' concentration was more focused and they worked diligently at performing written translation of the movie clips in groups, while using actively their cell phones, but remained shy at performing oral translation of the movie clip in front of the class.

While the class Gmail Group was created to invite students share ideas on how to improve translation works, students did not use it as the teacher expected it. According to Adweh and others (2014, p.10) [21], allocating time for reflection at the end of each session is likely to be effective if only an adequate number of students are willing to reflect in a serious manner. Although very few students used the Gmail account to reflect on the class activities, they made supportive comments on the teacher's teaching adjustment, demonstrating that they enjoyed the new teaching approach.

By contrast, students also questioned the choice of the teaching materials, such as his movie selections, and class arrangements. One female student asked the teacher why he chose a movie trailer in Cantonese version and not a Chinese one, because some subtitles contained idioms that students were not familiar with. Two female students asked the teacher if he would agree with the movie trailer she chose to translate for the mid-term. And a fourth female student asked if grouping arrangements could be made for next coming class because she thought that smaller teams of 2-4 students would be more practical to perform translation tasks, which the teacher suggested.

On week 8, students prepared for their final examination which took place on week 9. As part of their homework, students had to provide the links of their chosen video clips to translate on the Gmail Group account. In addition, the teacher asked his students to answer three questions regarding their course. The questions were: a) what did you like about this class? b) what need to be changed c) what do you want to learn?

On week 10, according to the data gathered from the students' learning motivations, the teacher suggested some videos to study in class such as speeches, wild life documentaries, songs, popular movies and space movies. Students voted the movie "Freedom Writers" as their most preferred video to support in-class translation practice. Not only this, but as the teacher mentioned that the full movie could not be watched on YouTube, he proposed that if a student could rent a DVD at the library or a video store, the class could have more chance work on more interesting parts of the movie. As a result, a dedicated student took steps to find the movie and to rent it, which according to her was not an easy task.

On week 11, both classes watched the movie "Freedom Writers", students watched a YouTube video a 6-minute video clip with English subtitles and were asked to make comments about what they had seen. They were asked to watch the video clip again and take notes. Next, they had to work collaboratively in small groups to build a script. As part of their homework, the students were asked to write and submit a final transcript of the movie. The students used the original format of the original translation sheet that the researcher used from week 1.

From week 12 to 14, the students learned 24 Movie idioms and watched some YouTube video clip of “Freedom writers”. Students were asked to read their idioms outside of class on their mobile phones and were also told that the teacher would ask questions related to the definition of these words at the next class. After this task was completed, students became inspired by the movie “Freedom writers”, and one female student from 二技夜外語二甲 class proposed to bring her DVD to class; All the students took notes in order to write a final script collaboratively and submit their writing as homework for next class.

6. DISCUSSION AND CONCLUSIONS

According to Chen (2006, p.228) [16] and Bayless, Clipson & Wilson (2013, p.120) [17], Mobile devices have become an integral part of the students’ social and school life environments. As students usually bring their own devices to class, teachers need to make them use the available technology with more flexible, accessible, and personalized education (UNESCO, 2010, p.1) [2]. This study shows that students’ use of their own mobile devices facilitates the completion of their translation tasks by using downloaded media Apps such as Gmail, to adapt new learning strategies increasing greatly the learning rate at technological, pedagogical and psychological levels (Hu, 2011, p.151; UNESCO, 2010, p.3) [2].

The results of this study show that 84% of the students enjoy participating more in small discussion groups rather than struggling to participate in a class lecture. According to Kopfler and colleagues (2002, p.1) [22], students experience more social interactivity by exchanging data and collaborate with other people face-to-face, and nearly 80% of the students do not hesitate asking questions to their classmates. Mobile phones make translation tasks easier for 66% of the students because it improves their engagement in a more comfortable setting for learning. L.E. students tend to depend on their cell phones more than M.E. students as a tool for vocabulary building. They relate to other students providing them with scaffolding customized to their path of investigation (Kopfler and colleagues, 2002, p.1) [22] by working collaboratively in order to exchange their knowledge, skills, and attitudes through interactions (Miangah & Nezarat, 2012, p.312) [13]. With their mobile phones, L.E. students use learning strategies to increase their chances to complete their translation tasks on time. By contrast, although M.E. students stated that they also enjoy working collaboratively in small groups, they revealed that they are not dependent on their mobile devices in the classroom. In line with Vesisenaho and others (2010, p.275) [23], it appears that different “learning environments” are taking place within small groups. M.E. students would prefer to do handwriting to remember vocabulary, watch video clips at home or at the office, and use their cell phones less than L.E. students but to communicate with their classmates outside of class to provide more ideas and insights on their homework.

A great majority of students experienced more meaningful (75%), interesting and fun group discussions (75%) because they could discover an exotic society in the movie and discuss together about a new foreign culture they were not aware of. When students were given the possibility to work on the translation of the popular movie called “Freedom Writers”, the teacher also communicated with them through the Gmail account he created for the purpose of sharing his PowerPoint containing suggestions of sentence translations and class activity announcements. In line with Vesisenaho and others (2010, p.275) [23], students had the possibility to contextualize real life learning experiences supported by technologies.

While mobile phones did not promote an interactive classroom (54%), it helped L.E. students watch movie clips on their mobile phones, while more M.E. students watched them on their office or home computers, come back to class to exchange data with their teammates face-to-face (Kopfler and colleagues, 2002, p.1) [22]. Moreover, results show that a majority of students became motivated to learn (76%), and more efficient students’ learning attitudes support this finding. For example, after the teacher considered his students’ learning motivations, 2 M.E. students took the initiative to bring the “Freedom Writer” DVD to class to watch, students

became more diligent and more efficient as they not only enjoyed small group discussion about the movie, but also wanted to learn more about different theories of translation skills and being able to perform more than just literal translation.

There are some limitations to this study. First, although the questions of the questionnaire were proof-read by a Taiwanese native speaker, its reliability was not verified by Cronbach's Alpha. Second, the interview was conducted with only seven participants because they are working students, having little time to spare for this research. Third, nearly 60% of the students were neutral or did not agree with the statement that their mobile phones could give them the chance to follow their progress. In conclusion, teachers should not hesitate letting their students use their own mobile phones in the classroom. In agreement with (Hu, 2011, p.151) [9] and UNESCO (2010, p.3) [2], results of this study show that a flexible use of mobile phones, adapted to the students' needs encourage them to become more interested and engaged in their learning. While working in groups, L.E. students can complete their tasks with more facility and ease, and M.E students can take more initiatives to gain broader knowledge. Furthermore, it is recommended that future research also investigates the academic progress made by the students when using their mobile devices into the classroom.

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Author

I grew up and studied in the South of France and earned a bachelor degree in Marketing. While studying in France, I developed an early interest in international relations while learning English. I lived and worked in the United Kingdom for three years, and I moved to Taipei with my wife in 1999. Having a background in cultures of these countries, and being an independent user of the Chinese language as well, I have developed a curious mind regarding the teaching of English for Business Purposes. Due to this, while as I was working as an English and French teacher in Taipei, I studied in both National Taiwan University of Science and Technology in the department of Applied Foreign Languages as well as National Taipei University, Global MBA program.



As a lifelong learning project, I decided to pursue a PhD in education in 2012, at ZhongZheng University, located in Jia Yi. The purpose of my study is to earn a doctoral degree to support the teaching my business skills gained from NTU Global MBA program, which are relevant to the teaching of English for Business purpose to University students.

My study at the Global MBA program combined with the teaching of foreign languages provided me with the opportunity to join Taipei college of Maritime technology, located in Tamsuei, and to gain my first experience at teaching English for commercial and leisure purposes. As I taught English for more than three years, I came to understand Chinese learners better and apply my learning in Applied Foreign Languages to develop teaching materials that were adapted to their learning styles.

I am currently teaching English in National Taipei University of Business, located in Taipei. Courses such as film translation and business letters and international correspondence provide me with new perspectives to teach as English as a foreign language focused on business purposes and which are adapted to students' learning needs.