Using content-creating projects to promote Taiwan through technologies

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The paradigm shift from traditional literacy practices to multiliteracies has attracted the attention of researchers, with the aim of engaging learners in using various modes to express communicative intent. Research indicates that the means of multimodal forms for students to consume and produce knowledge are largely propelled by the affordances of digital technology, which consequently alters the approaches in curriculum and pedagogy. However, the integration of multimodality has resulted in great resistance and difficulty in adaptation, particularly in English as a Foreign Language (EFL) contexts due to traditional literacy educational practices, which has emphasized the enhancement of linguistic aspects of learning, leading to fragmental productive and receptive skills. This presentation will report on different projects which engaged students in using different technologies such as Youtube, AR, or VR to create content directed at promoting Taiwan, while at the same time, enhance their intracultural learning. The participants are advanced EFL undergraduate students undertaking Multimedia English for one-semester (18 weeks) at a university in central Taiwan. The findings from these projects showed that students learned how to present their local culture in appropriate English through the affordances of technological tools as well as took ownership of their learning outcomes as they repeatedly revised their works to reach out to viewers across different cultures and linguistic backgrounds. This presentation will also discuss pedagogical implications for language teachers as they attempt to interweave affordances that would allow students to engage in the creation of multimodal artifacts aimed at developing their multiliteracy skills.