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| 姓名 | 劉宇挺 **Yeu-Ting Liu** |
| 辦公室電話 | (02)7749-1788 |
| 電子郵件 | yeutingliu@gapps.ntnu.edu.tw |
| 職稱 | 特聘教授 |
| 學歷 | 美國紐約哥倫比亞大學教育學院 英語教學博士 (2001.09~2007.06)<br>Ed.D, Teachers College, Columbia University |
| 研究專長 | 認知面向探討科技輔助語言習得 (cognitive aspects of CALL) 、第二語字彙處理與習得、第二語閱讀過程、第二語語音習得 |
| 授課領域 | 第二語言習得、英語演講、高級寫作、共同英文、英語教學概論、英語教材教法、英語教學專題探討(碩、博)、第二語言習得研究設計 (碩、博)、外語習得(碩) |
| 經歷 | 行政服務<br>• 師資培育學院院長 (2025/02-迄今)<br>• 雙語辦公室副主任 (2023/08-2025/07)<br>• 英語學術素養中心主任 (2023/08-2025/07)<br>• EMI教學資源中心副執行長 (2023/08-2025/07)<br>• 副教務長 (2021/08/-2025/02)<br>• 通識教育中心主任 (2021/08-2022/07)<br>• 共同教育外文組主任 (2021/08-2024/01)<br>• 教務處研究生教務組組長 (2015/08~2019/01)<br>學術服務<br>• **Co-Editor** (2025-present), *Reading in a Foreign Language* (indexed in Scopus)<br>• **Editorial board member** (2025/08-present), *Taiwan Journal of TESOL* (indexed in Scopus)<br>• **Editor-in-Chief,** *English Teaching & Learning* (indexed in Scopus)<br>• **Handling Editor** (2023 ─ present), *Humanities and Social Sciences Communications* (indexed in SSCI and Scopus)<br>學術榮譽<br>• ***Language Testing* Reviewer of the Year Award**, *Language Testing*, 2026.<br>- Selected by the Editors of *Language Testing* for exceptional review quality, scholarly insight, and contribution to the journal's publication standards.<br>• **Springer Nature Editor of Distinction Award – Editorial Contribution Award**, *Humanities and Social Sciences Communications*, 2026.<br>- Recognized among the top 20% of editors for outstanding editorial judgment and stewardship of the peer-review process. |
| 著作列表 | 期刊論文 **Journal Articles**<br>1. **Liu, Y.-T.***, Liu, M.-D., & Fan, S. (accepted). AI-enhanced feedback and the multidimensional development of oral performance in EMI instructors: A randomized longitudinal study. *International Journal of Applied Linguistics*. [SSCI]<br>2. Nguyen, T. B. H., & **Liu, Y.-T.*** (accepted). To Embrace or to Resist? The Role of Technological Self-efficacy in EFL Learners' Intention to Use ChatGPT in L2 Writing. *Australasian Journal of Educational Technology*. [SSCI]<br>3. **Liu, Y.-T.*** (forthcoming). Orthographic and phonological interference in Chinese character recognition: An exploratory study across CSL proficiency levels. *Chinese as a Second Language Research, 16*(2). [Scopus]<br>4. Nguyen, T. B. H., & **Liu, Y.-T.*** (2026). Listening in digital contexts: How EFL learners navigate cognitive and metacognitive strategies across modality and proficiency. *International Journal of Applied Linguistics*. [SSCI]<br>5. **Liu, Y.-T.** (2026). Enhancing Foreign Language Listening with Visual Scaffolds: Computerized Visuals, Beat Gestures, and Rhythm Annotation. *English Teaching & Learning*. [Scopus]<br>6. **Liu, Y.-T**.* & Elola, I. (2025). Seeing beyond the words: Modality preferences, nonverbal sensitivity, and the role of visual dynamic richness in L2 Listening. *System*, 134 [SSCI]<br>7. **Chen, I.-S. J.*, Liu, Y.-T**.*, Yorozuya, R., & Uchino, S. (2025). Bridging bilingual boundaries: Taiwan's nationwide strategy for EFL transformation. *Humanities and* |

*Social Sciences Communications*. [SSCI]

8. Tseng, G., **Liu, Y.T.***, Fan, S. (2025). Gesture to Learn, Hum to Speak: Promoting L2 Pronunciation through Non-Verbal Techniques. *English Teaching & Learning,* 1-24. [Scopus]
9. Lin, S-A., **Liu, Y.T.***, & Chen, C.Y. (2025). From Rookies to Referees: Unpacking the Frontlines of Novice and Seasoned Bilingual PE Classrooms. *Taiwan International ESP Journal, 16*(1), 1-58. [Scopus]
10. **Liu, Y.T.*** & Tseng, W.T. (2024). Seeing to understand better? The interplay between cognitive traits and nonverbal visual cues in L2 video comprehension. *System*, 123, 103328. [SSCI]
11. Murray, A., Chen, I.S, & **Liu, Y.T.*** (2024). Unlocking the magic of gamification for preschool language learners: A non-digital approach to boosting reading engagement at home. *English Teaching & Learning, 48,* 155-188. [Scopus] [ESCI]
12. **Liu, Y.T.**, & Tseng, W.T. (2024). The earlier the better? Or, the more the merrier? The relative effects of onset age and exposure hours on EFL learners' implicit and explicit grammatical attainment. *Applied Linguistics Review, 15*(3), 849-870. [SSCI]
13. **Liu, Y.T.**, Nassaji, H., & Tseng, W.T. (2024). Effects of internal and external attentional manipulations and working memory on second language vocabulary learning. *Language Teaching Research, 28*(4), 1701-1741. [SSCI]
14. Tseng, W.T., **Liu, Y.T.***, Hsu, Y-T., & Chu, H-C. (2024). Revisiting the effectiveness of study abroad language programs: A multi-level meta-analysis. *Language Teaching Research, 28*(1), 156-200. [SSCI]
15. Chen, C., Chen, H.J., Tseng, W.T., & **Liu, Y.T.*** (2023). Efficacy of different presentation modes for L2 Video comprehension: Full versus partial display of verbal and nonverbal input. *ReCALL, 35*(1), 105-121. [SSCI]
16. Chen, S.J., & **Liu, Y.T.*** (2023). Learning by designing or learning by playing? A comparative study of the effects of game-based learning on learning motivation and on short-term and long-term conversational gains. *Interactive Learning Environments*, *31*(7), 4309–4323. [SSCI]
17. Huang, S.E., & **Liu, Y.T.*** (2022). How to talk to myself: Optimal implementation for developing fluency in EFL speaking through soliloquizing. *English Teaching & Learning*. [Scopus] [ESCI]
18. Lee, J, & **Liu, Y.T.*** (2022). Promoting oral presentation skills through drama-mediated tasks with an authentic audience: A longitudinal study. *The Asia-Pacific Education Researcher, 31*(3), 253-267. [SSCI]
19. Ku, K. Eric & **Liu, Y.T.*** (2021). Integrating language teacher identity into competency-based language teacher education. In A. Y. Wang (Ed.), *Competency-based teacher education for English as a foreign language: Theory, research, and practice*. Singapore: Routledge.
20. Lee, P.J., **Liu, Y.T.***, Tseng, W.T. (2021). One size fits all? In search of the desirable caption display for L2 learners with different caption reliance in listening comprehension. *Language Teaching Research*, *25*(3), 400-430. [SSCI]
21. Kam, E.F., **Liu, Y.T.***, Tseng, W.T. (2020). Effects of modality preference and working memory capacity on captioned videos in enhancing L2 listening outcomes. *ReCALL*, *32*(2), 213-230. [SSCI]
22. **Liu, Y.T.**, & Tseng, W.T. (2019). Optimal implementation setting for computerized visualization cues in assisting L2 intonation production. *System*, *87*. [SSCI]
23. Yang, S.C., **Liu, Y.T.***, Todd, A.G. (2019). Effects of flipped classrooms on high- and low-achievers' English vocabulary learning. *The Journal of Asia TEFL*. [Scopus] [ESCI]
24. Chen, S.J., & **Liu, Y.T.*** (2019). High and low achievers' accepted workload, preferred work form and perceived usefulness in flipped classrooms. *The Journal of Asia TEFL*, *16*(1), 294-306. [Scopus] [ESCI]
25. Tang, C.C., & **Liu Y.T.*** (2019). Construction and proposal of an academic word list for medical professionals at different developmental stages. *Journal of Medical English Education*.

26. Tang, C.C., & **Liu, Y.T.*** (2018). Effects of indirect coded corrective feedback with and without short affective teacher comments on L2 writing performance, learner uptake and motivation. *Assessing Writing, 35*, 26-40. [SSCI]
27. **Liu, Y.T**. (2018). Revisiting the practice of keyword-semantic mnemonics in L2 Chinese vocabulary instruction from the cognitive perspective. *Journal of Chinese Language Teaching, 15*(4), 1-34. [THCI-Core]
28. Chen, Y.-R., **Liu, Y.T.***, & Todd, A.G. (2018). Transient but effective? Captioning and adolescent EFL learners' spoken vocabulary acquisition. *English Teaching & Learning, 42*(1), 24-56. [THCI-Core] [Scopus] [ESCI]
29. **Liu, Y.T.** (2018). Linguistic relativity in SLA: Chinese-English bilinguals' reading of Chinese counterfactual statements. *Language and Linguistics, 19*(1), 117-155. [SSCI]
30. Liu, S.W., **Liu, Y.T.***, & Chen, C.Y. (2018). Meaningfulness is in the Eye of the Reader: Eye-tracking Insights of L2 Learners Reading E-books and their Pedagogical Implications. *Interactive Learning Environments, 27* (2), 181-199. [SSCI]
31. **Liu, Y.T.***, & Leveridge, A.N. (2017). Enhancing L2 vocabulary acquisition through implicit reading support cues in e-books. *British Journal of Educational Technology, 48*(1), 43-56. [SSCI]
32. Wacha, R., & **Liu, Y.T.*** (2017). Testing the efficacy of two new variants of recasts with standard recasts in communicative conversational settings: An exploratory longitudinal study. *Language Teaching Research, 21*(2), 189-216. [SSCI]
33. **Liu, Y.T.** (2015). Enhancing L2 digital reading for EFL learners. *English Teaching & Learning, 39*(2), 33-64. [THCI-Core] [Scopus] [ESCI]
34. **Liu, Y.T.**, & Todd, A.G. (2014). Implementation of Assisted Repeated Reading Techniques for the Incidental Acquisition of Novel Foreign Vocabulary. *Language Teaching Research, 20*(1), 53-74. [SSCI]
35. **Liu, Y.T.**, & Todd, A.G. (2014). Dual-modality input in repeated reading for foreign language learners with different learning styles. *Foreign Language Annals, 47*(4), 684-706. [SSCI]
36. Hong, J. C., Hwang, M. Y., Liu, Y.T., Lin, P.H., & Chen, Y, L (2013). The role of pre-game learning attitude in the prediction of competitive anxiety, perceived utility of pre-game learning of game and gameplay interest. *Interactive Learning Environments, 24*(1), 239-251. [SSCI]
37. **Liu, Y.T.** (2011). Focus on Form as a Pedagogical Framework for Fostering a Native-like Tonal Identification System. *Language and Linguistics, 12*(3), 627-667. [SSCI]
38. **Liu, Y.T.** (2009). Attainability of a native-like lexical processing system in adult second language acquisition: A study of advanced L2 Chinese Learners. *Language and Linguistics, 10*(3), 489-520. [SSCI]

**Works in progress**

§ Embodied Engagement in Written Corrective Feedback: A Multilevel Examination of Physiological Arousal and Writing Uptake under AI- and Human-Mediated Conditions

研討會論文 **Conference Presentations**

- Liu, Y. T. (2025). *When AI Guides the Voice: Longitudinal Effects of Automated Feedback on EMI Instructors' Oral Literacy Development*. Paper presented at the 2025 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, New Orleans, LA.
- Liu, Y.T. (2014/03/22-2014/03/25). Testing the Sapir-Whorf Hypothesis from the Language Processing Perspective. American Association for Applied Linguistics Conference 2014, Portland, Oregon, USA.
- Liu, Y.T. (March, 2014). *Testing the Sapir-Whorf Hypothesis from the Language Processing Perspective: Advanced Chinese-English Bilinguals' Reading of L1 Counterfactual Statements.* Paper presented at the 2014 AAAL. Portland, Oregon.
- Liu, Y.T. (May, 2009). *How native is near-native? Examinations of the L2 lexical*

*processing system of advanced adult L2 learners.* Paper presented at the 2009 Second Language Processing and Parsing Conference. Texas Tech University, Lubbock, TX.

- Liu, Y.T. (March, 2008). *An Investigation of Near-native Speakers' Lexical Processing System and its implication on the Ultimate Attainment of Adult SLA.* Paper presented at The 33rd International LAUD Symposium *Cognitive Approaches to Foreign Language Processing/Learning: Theory and Pedagogy*. Landau/Pf. Germany.
- Liu, Y.T. (January, 2008). *Examinations of Phonological Activation in Sentence-Level ChineseCharacter Recognition: Implications for L1 and L2 Chinese Reading Instruction.* Paper presented at Hawaii International Conference on Education, Hawaii.
- Liu, Y.T. (December, 2007). An investigation of Adult L2 Chinese Learners' Lexical Processing System and its Implication on L2 Chinese Reading Instruction. The 12th International Conference on theProcessing of East Asia Related Languages (PEARL). National Cheng Kung University, Tainan,Taiwan.
- Liu, Y.T. (May, 2007). The Nature and Role of Phonological Recoding in Sentence-Level Chinese Character Recognition by Skilled Readers of Chinese. Paper presented at the 2007 Conference of the Chinese Language Teachers' Association of Greater New York (CLTA-GNY) & the 5th International Conference on Teaching Chinese. United States Military Academy at West Point, New York.
- Liu, Y.T. (2002, November). The Influence of Phonological Recoding on Advanced and Beginning English CFL (Chinese as a Foreign Language) Learners' Identification of Chinese Ideographs. Paper presented at the 32nd Annual NYS TESOL Conference. Saratoga Springs, New York.

研究計畫 **Research Grants**

1. 劉宇挺(2025/08/01-2027/07/31)。篇章標記與認知特質互動對 EFL 學習者於 EMI 非同步教學影片中理解與學習之長期效應 114-2410-H-003 -110 -MY2。主持人。
2. 劉宇挺(2024/08/01-2025/07/31)。「看見」聲音的視覺輔助:「電腦化視覺符號」、「節奏手勢」和「節奏註記」對不同學習型態第二語言學習者聽力理解的助益研究113-2410-H-003 -070 -。主持人。
3. 劉宇挺(2023/08/01-2024/07/31)。第二語言學習者對於「非語言視覺資訊」的敏感度與「提升此敏感度之後設認知訓練」對於提升他們在各種「視覺輔助聽力測驗」之影響 112-2410-H-003 -048 -。主持人。
4. 劉宇挺(2022/08/01-2023/07/31)。不同「非語言類」視覺輔助對於提升不同語言程度、認知背景外語學習者在理解多模聽力語料之相對效益研究111-2410-H-003 -077 -。主持人。
5. 劉宇挺(2021/08/01-2022/07/31)。第二語學習者認知狀態與他們在不同多模閱覽情況下使用行動裝置理解電子書及動畫影片之影響。科技部(原國科會)。主持人。
6. 劉宇挺(2019/08/01-2021/07/31)。越早越好？還是充分沈浸？「學齡早晚」與「接觸時數」對於英語為外語學習者之顯性與隱性文法發展長期研究。科技部(原國科會)。(108-2410-H-003 -077 -MY2)。主持人。
7. 劉宇挺(2019/08/01-2020/07/31)。工作記憶容量大小對於教師操縱第二語學習者注意力與字彙習得效益之研究。科技部(原國科會)。(108-2410-H-003 -051 -)。主持人。
8. 劉宇挺(2017/08/01-2018/07/31)。為提升第二語語調習得效益之電腦視覺化輔助最佳操作及呈現環境。科技部(原國科會)。(MOST 106-2410-H-003-049)。主持人。
9. 劉宇挺(2014/08/01-2015/07/31)。從高程度英語學習者對電子繪本語料處理模式探索語言學習電子書設計。科技部(原國科會)。(103-2410-H-003-016-)。主持人。
10. 劉宇挺(2013/08/01-2014/07/31)。從高程度中英雙語人士對中文虛擬語氣閱讀驗證「語言相對論」。科技部(原國科會)。(102-2410-H-003-036-)。主持人。
11. 劉宇挺(2012/08/01-2013/07/31)。"字彙關鍵字聯想法"對自動化第二語字彙訊息處理系統的發展探討。科技部(原國科會)。(101-2410-H-003-074-)。主持人。
12. 劉宇挺(2011/08/01-2012/07/31)。由「自我控制移動式閱讀視窗」探討語音資訊對於不同程度第二語(英語)學習者在字義、句意及段落閱讀理解過程中的角色與注意力資源分配。科技部(原國科會)。(100-2410-H-003-104-)。主持人。
13. 劉宇挺(2010/08/01-2011/07/31)。第二語初學年齡對字義理解過程中雙語字彙系統運作與互動之影響:台灣地區超高程度英語學習者長期研究。科技部(原國科會)。(99- 2410-H-003-070-)。主持人。
14. 劉宇挺(2008/08/01-2009/07/31)。由第二語「字彙處理系統」之長期研究來探討「關鍵期後語言終點成就」。科技部(原國科會)。(97-2410-H-003-045-)。主持人。
15. 劉宇挺(2016/09/01-2018/08/31)。初學年齡與學習環境對第二語語音、文法語感、字彙發展長期研究計畫。教育部。(105A0133)。主持人。

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| 個人網站 |  | |
| 校內榮譽 | 年份 | 獎項 |
| | 2020-迄今 | 特聘教授 |
| | 2019-2020 | 優聘教授 |
| | 2019-迄今 | 台師大學術論文暨專書獎助 |
| | 2018 | 台師大學術論文暨專書獎助 |
| | 2017 | 台師大學術論文暨專書獎助 |
| | 2016 | 台師大學術論文暨專書獎助 |
| 校外榮譽 | 年份 | 獎項 |
| | 2021 | 指導科技部大專生研究計畫 獲全國大專生研究計畫創作獎 |
| | 2019 | 科技部優秀人才 |
| | 2018 | 科技部獎勵特殊優秀人才 |
| | 2017 | 指導科技部大專生研究計畫 獲全國大專生研究計畫創作獎 |
| | 2017 | 科技部獎勵特殊優秀人才 |
| | 2016 | 科技部獎勵特殊優秀人才 |

| 學術期刊審查 | 擔任審查委員之學術期刊名稱 |
|---|---|
| | • *Applied Linguistic Review*<br>• *Applied Psycholinguistics*<br>• *Assessing Writing*<br>• *Australian Journal of Learning Difficulties*<br>• *BMC Psychology*<br>• *British Educational Research Journal*<br>• *British Journal of Educational Technology*<br>• *Cognitive Processing*<br>• *Computer Assisted Language Learning*<br>• *Computers & Education*<br>• *Concentric: Studies in Linguistics*<br>• *Discover Education*<br>• *English Teaching & Learning*<br>• *English Today*<br>• *Foreign Language Annals*<br>• *Frontiers in Psychology*<br>• *Humanities & Social Sciences Communications*<br>• *Interactive Learning Environments*<br>• *International Journal of Applied Linguistics*<br>• *International Review of Applied Linguistics in Language Teaching (IRAL)*<br>• *Journal of Computer-Assisted Learning*<br>• *Journal of Language, Identity & Education*<br>• *Language & Linguistics*<br>• *Language and Speech*<br>• *Language Assessment Quarterly*<br>• *Language Learning & Technology*<br>• *Language Teaching Research*<br>• *Language Testing*<br>• *Plos One*<br>• *Psychological Testing* 測驗學刊<br>• *ReCALL*<br>• *Reading in a Foreign Language* |

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| | • *Reading Psychology*<br>• *RELC Journal*<br>• *Scientific Reports*<br>• *Studies in Second Language Acquisition*《SSLA》<br>• *Southern African Linguistics and Applied Language Studies*<br>• *Studies in English Language and Literature*<br>• *Studies in Second Language Learning and Teaching*<br>• *System*<br>• *Taiwanese Journal of TESOL*<br>• *TESOL Journal*<br>• *TESOL Quarterly*<br>• *The Asia-Pacific Education Researcher*<br>• *The Educational Review*<br>• *The Journal of Asia TEFL*<br>• 教育研究期刊<br>• 教科書研究<br>• 中等教育期刊<br>• 台灣語文研究<br>• 輔仁學誌<br>• 《國立臺北教育大學教學實務與創新學刊》<br>• *Teachers College TESOL/AL Working Papers, Columbia University* |