

學生英語全能力學習： 新聞學習評量研究

A Study on Cadets' English Full-Skill Learning: Journalistic Learning Evaluation

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ABSTRACT

This study aims at programming basic news course from integrating news reading, headline composing and listening comprehension, to promote learners' capacity transferring into campus activity reporting via individual observation, thinking and summary writing concreting on headline highlighting. This training study, based on the practice of **Immediate use of learning** in the Average Retention Rate of Efficient Learning (2005), reveals not only the traditional loss in our establishment, preferring input training than output, but tries to reinforce the weakness of output teaching.

Learner with specific purpose gains the greatest efficiency. Through all the advantages above we design some news training program for initiates. Starting from headline reading into training as intern Campus reporter, composing from Main Headline, Lead to Body (major news story) according to regular elementary journalistic reading, until listening comprehension on ICRT hour news report, learners perform their integral proficiency and feedback through reading, as well develop more via following training, reflecting, observing, documenting, rectifying, phrasing and rhetoric. Learners explore their favorite news subject or column; simultaneously, the instructor assesses all the entire process, evaluated from cadets' concentration, comprehension, independent judgment, an integral L2 proficiency as performance since high school learning.

“Regarding the matter of language learning, no one language professor is better than a daily news editor,” said Harold Evans (1928-), British renown newsman.

For two years in English requirements from English I to IV we observed regular class year 2013 around 150 cadets along the entire period for two years. We started from reading English

news papers, China Post and New York Times, mainly the first both headlines and report every week, regularly. The cadets' Reading and learning analyzing lasted under examination, through quizzes for all-around language ability, report as mid-term and written test as final exam. Among four mid-term papers the first semester we have accomplished campus report, including 5 headline-writing and one must complete the whole news report, cadets are free to target the five news they preferred from favorite subject or column/section in newspaper.

Meanwhile the normal English teaching instructor provided constantly one hour journalistic teaching and its handout all-year round to connect his learners with the world and local events in order to inspire them to select some interesting news as good example to notice their daily campus life then develop its application via efficient learning going with the time, and demonstrate in report. We regard first learners' daily concern and desire to know more current events, aiming to evoke their interest in participating outside world activities, and our neighboring communities', specially based on urgent needs of our cadets, closed in a campus with fence but targeted high as an attaché once they develop well in military career, they should be informed regularly the real world and current events.

In Thomas L. Friedman's *The World Is Flat: A Brief History of the Twenty-First Century* (2005), he points out that English practical competence profiles the significance of globalization. The ability to adapt the globalization, even international social education, hence the fringe measures of background knowledge required in basic communication gets more and more crucial.¹ Our teaching to ROC Naval Academy cadets is no exception. Such future international armed force is considered adept in technique, manners, and all modernized skills, how to upgrade learners' L2 level to be international standard is our goal as our teaching objective.

In our designed program, we would like to start from a simple journalistic writing training with all learners who get involved such as 'Headline writing', not only to plant some basic writing common sense to learners, as well remove their writing obstacle, but also upgrade their writing level and confidence. We just mention two following points as basic prepared foreground task for any language writing or composition, and wish our learners could be more alerted and to

setup some self-training exercises. Firstly, eternal intimacy among reading, writing and verbal expression: A synthesis as language ability relies on constant and lasting input and output cross practices. Reading, an opening versatile way of perception, promotes the depth of L2 acquisition, and nourishes the outside knowledge besides linguistic learning, in particular, the cultural literacy of target language becomes more and more important in further international or intercultural contact. There is an intimate link among reading, writing and oral expression: To foster English reading ability is the only access to upgrade interdisciplinary knowledge. The instructor cultivates learners' cognition after reading in routine. It could promote their expanding linguistic knowledge, but also concerning common sense.

Secondly and finally, composing displays the integrated and transformed attainment of L2 input, based on personal works proceeded throughout the L2 knowledge perception, erudition, thorough comprehension and exquisite usage. Via such a performance, to demonstrate author's ability on building data net, highlight fast his panoramic map, a both structurally logical and intellectual integrity, and convey his message or key feature. This is a data-process training undergoing all the time to come out a whole picture, once learners receive any inspiration or association. That is why the transformation of each input detail to be a real understanding is very important, otherwise the rote-learning on each vocabulary, idiom, phrase, grammatical concept, or test-item guess could be meaningless after a while, because they never linger for one moment in learner's mind or memory, consequent on their efforts in vain to recite each but temporarily, or their loss of motivation for further learning. English writing is truly based on reading and listening, applies the former input information that we accumulate in detail to draw the whole picture and convey a main idea or message, both original or unique. Therefore, Headline composing could highlight and stress our training purpose, with vitality.

The ideas via reading to lead proper speaking and writing, as well instructor's efficient consulting strategy, we found two solid supports. Firstly, Taiwanese professor Li Zhen-Qing in his article, *<Relative Strategy and Implement on EFL Writing and Assessment: Professor Ken Hyland's Assessment and Comments to instructors (<EFL Xietso Pingyueh de Xianguang Tselueh yu Shijian: Ken Hyyland Jiaosho de Jiaoshi Pingyueh Qishi>>*, points out that English composing initials from English reading and writing transforms into personal productive skill. ... "English writing, bases truly on the acquisition of English reading and listening, is the only the best way, via collecting them efficiently to display the productive personal skill... Once learners are lack of English reading and listening abilities, by means of improper learning methods, they won't acquire naturally enough vocabulary, wording, everyday idiom, even text corpus for writing

or verbal expression, in order to transform efficiently into the basic material in practice.” (Li, Zhen-Qing, 2007). Secondly, Ken Hyland’s article, < **Working with Writing: Understanding Texts, Writers and Readers** >, states well (Ken Hyland, 2007).

Composing: Integrated Full-Skill Performance since ever for L2 Learner

We highly recommend the balance of full-skill teaching, from authentic input into output feedback, in other words, skill attainment or even professional attainment. This method aims at enhancing cadet’s English proficiency, as well how the cadet’s keep self-learning and instructor shapes their long-term English learning habit. Based on the gain from reading and listening, writing use both input information to connect a whole intellectual network, instead of focus only on vocabulary and grammar, which consumes learners’ motivation and energy into one-side recitation on vocabulary, proposition, grammar, even test item-guessing.

Journalistic Cognition of Globalization

We certainly endorse Learner with specific purpose gains the greatest efficiency. Through all the advantages above we design some news training program for initiates. Starting from training an intern campus reporter, who proceeds firstly headline reading via analyzing, a basic reading, and then practices further to write Main Headline, Lead to Body (Major News Story) according to regular journalistic reading, until listening comprehension on ICRT hour news report, learners perform their integral proficiency and feedback through reading, as well develop more via following training, reflecting, observing, documenting, rectifying, phrasing and rhetoric. Learners explore their favorite news subject or column; simultaneously, the instructor assesses all the entire process, evaluated from cadets’ concentration, comprehension, independent judgment, an integral L2 proficiency as performance since high school learning.

By means of news reading in proper length, journalistic teaching is an ideal language teaching materials. Since English news possesses multifunctional approaches in language teaching, such as grammar, daily, local and universal information, international connection, cultural links and entertaining, it provides once the diverse tasks and options of learning. Such updated and integrated materials, closes to instructors and learners by his current and sprightly events as subject, evoke easier discussion and interaction than normal obsolete [out of date] textbook edited already for a while.

Besides the key rules to edit the news, not only they have to care about current international and national events, but also practice by doing through producing a precise and concise written report. Main headline composing with the feature above is worth to master his style (proverb,

saying, pun, association, humor, irony, satire, comparison, personalization, etc.), as an ideal initiative material, could shape student's time management and main ideas. Besides some headline writing rules different from normal writing (omitting definite/indefinite article, no verbosity and transition of tense, etc.), its writing is required to stick to report the truth, phenomenon done. Same as the reporter or correspondent who should deliver in limited time, our learners should express as well as the 'mot juste' as perfect choice of word, which one avoids saying with surplus or self-creative terms. This is a process of purification similar to refinement and efficiency of panning gold by means of promoting learners writing skill on guidelines, via the esthetical techniques, such as the use of proverbs, idioms, sayings and puns, as well all kinds of allusion, humor, satire, irony, metaphor and personalization, etc. and our Headline writing is considered both as the training of "Guide Writing" and basic recognition of journalistic reading.

Good news consist three principles as important elements: Simplicity, Accuracy and Vividness. A matter of its Headlines, in the function of Scanning resemble to the focus of a pair of bright eyes to promote a persuading, convincing, and furthermore appealing to both the sophisticated and simple-minded report. Our basic training focuses on exercising learner's ability on gather more information, absorb and filter information they got recently. Instead of offering standard or unique answer, or other prediction, nor anticipation, we are delighted to enjoy diverse statement(s) on similar events or activities, thus lead to different concept, vision, orientation and its credibility after precipitation or reflection. Such interesting output as learners' feedback shows more its possible accesses to promote and convey more messages

The pattern of our guidance to read the news is as following process: Reading → Critical Reviewing → Critical Thinking → Discussion/Comments, then we encourage them to write down the news they read, to be finally both campus reporter (focusing on their favorite section on newspaper) and global headline writer (optional items offered by instructor). Furthermore, once the whole news is done, in form of feature or other optional free subject report, the evaluation ultimate for the final exam. Therefore, there are large rooms in our training program, in particular reserve plenty of option items for learners, we would like to examine how they catch and express the key message and its publishing effect they expected, if they stay objective co-exhibit thinking and logical integrating. The instructor could invite some excellent work to impress some journalistic function and explore some more social events or controversial phenomenon, to get involved others for more deepened or thoughtful discussion. All these processes take time, but extremely good for peer learning.

Reform process

We adapt the theory by the US National Training Laboratories in 2005 to apply our Headline writing training. Among the seven methods offered to deepen and experiment learning outcome scaled in a pyramid shape, Lecture, Reading, Audiovisual, Demonstration, Discussion group, Practice by doing and Immediate Use of Learning, going with efficiency percentage each 5%, 10%, 20%, 30%, 50%, 75% and 80%. It offers a way to instructors to apply in curriculum-designing and teaching, and we focus on the last two trainings in program for the best efficiency of learning—teaching feedback. through real practice, in particular immediate.(refer to the table below)

This theory states the Average Retention Rate from learning to implementing process, and relays that one of seven items as approaches to adopt, including Lecture [5%], Reading [10%], Audiovisual [20%], Demonstration [30%], Discussion group [50%], **Practice by doing [75%]** and **Immediate Use of Learning [80%]**. Remarkably, the last item, conserving 80% efficiency, is the best way to train learners. Based on an efficient input to output learning, we rely on the most impressive item of “Immediate Use of Learning” to access the growth of acquirement from learners from input (weekly news reading) to output (Headline writing), then assess their learning difficulty and efficiency according to their performance and survey at the same time.



**Figure 1. Average Retention Rate of Efficient Learning
National Training Laboratories, Bethel, Maine, USA (2005)**

Instructor tried hard to encourage more personal original works in language oral or writing class, then left the room for all learners as a Campus reporter, to develop freely their Headlines as well writing a whole event via “Immediate Use of Learning,” it means from “Main Headline, Lead” to “Body (major news story).” We access the growth of acquirement from learners, then evaluate their learning difficulty and efficiency to improve the involvement of both sides, instructor and

learner. Via the training as domestic campus reporter, our learners upgrade not only their analyzing organizing and composing efficiency, but also narrate professionally their log of ship and diary during midshipmen's cruise training, or even some travelogue in the future.

Origin of curriculum designing

In May, 2010 we have gotten a general preference of our cadets about teaching materials (content), there were 683 valid copies in total, including 418 sergeant learners. To improve the efficiency of our cadets' learning outcome and to apply perfectly the "Learner-Oriented teaching," we would like to know beforehand what is they favorite teaching content. It shows the difference of both classes of Brigade between regular class (college students) and sergeant class (semi-college students). The second one put "Full skill teaching" for the top option, then "ECL;" whereas the regular class's cadets prefer to be trained "Output training (reading & composing)" for their professional urgent needs, then specific practical course, and the ECL is placed the third.

This study, on behalf of cadets in regular class, stimulates their creative potential, in particular, integrates all their language acquisition since junior high. The instructor guides his learners to fit step by step the specific purpose in learners career use: excellent international negotiator writing and oral. We notice firstly that in college our cadets still take lots of time on reciting vocabulary which stocks as a treasure and lacks good occasions to put it in practice. Since we have found several times that learners have difficulties to express themselves easily or fluently, don't mention their reaction to receive foreign teachers or questions in English, they remain dumb the most of time. Secondly they desire to explore outside world. Learning from the weekly Headlines in China Post is a better way we use since several years. Here is our teaching goal chart, which shows our planned curriculum and its stage from the very beginning to advanced level throughout two years.

Semester	Mid-term/Quiz Written Paper	Training Objective on composing
1 st semester	Mid-term paper: A Composition: <i>My Role Model</i>	Assessing each cadet's level
2 nd semester	Mid-term paper: Intern Campus Reporter on 5 Headlines (1 for complete report)	Examining their observation, research, composing style
2 nd semester	A Make-up Final exam of 2 nd semester < <i>ROC Soldiers' Guide</i> > (< <i>Zhonghua Mingguo Junren</i> <i>Duxun</i> >)	Testing cadet's interpretation over the monthly recitation (A version reserved for certain examinees missed final term for a good reason)

3 rd semester	Mid-term paper: A Letter to any US celebrities (politician, writer, superstar, athlete, etc.)	To examine cadet's common sense on formal correspondence
4 th semester	Mid-term paper: < <i>A Study on military tactics with George Orwell's Animal Farm</i> >	To train learners' formal academic paper writing ability
4 th semester	Quiz: April 15, 2011 A 200-word Composition on computer (Appendix I)	In order to sweep their writing disorder directly through checking one by one

Table 1. L2 Output Proficiency Training in 6 Credits

Within two-hour L2 course, one for normal programmed content, the other to enrich them with various information or message via news discussion, and in the second program, we proceed the serious composing training semester after semester. From time to time, we work on together a longer reading, either big event or breaking news, in order to read and analyze better, then ask learners diverse or concerning questions, which get involved with interdisciplinary or intercultural subjects and comments, without any established prejudice or “correct answers”

Cadets' defect in composing due to under practice emodies of ten in following flaws, in particular in formal writing etiquette. Firstly it is about formal matter, their writing outcome is too casual to be an official report, some use pencil, the others hand out a handwritten paper, which is in under-standard form. Secondly, the proper use of English punctuation is worth to remind in detail. We find often learners mixes, in a very *intercultural* way, Chinese and Western punctuation marks, the brief pause mark("、") comma and quotation marks ("「 」") of Chinese punctuation emerge in English writing. Besides, abuse or lack of space and triple dots are frequent. In addition, some learners' concepts on space appear not cohesive in the entire content, in spite of his/her monitor's check, which has been ignored over and over again. Thirdly, some error concerns about content, either a low-organized structure or an under-prepared paper, moreover, rife with spelling problems, some are very fatal, such as terms and formal usage. For instant, our school name was taken as “ROC ‘Navel’ Academy” several times by different years of cadets. It could get worse while they have neither double check nor dictionary consulting habit at a time. With the help of some similar theory to a debate or speech, a student, well-thought, is able to plan a both logical and convincing structure in the first step, then to follow a proper correspondent formal usage, for example, certain writing rules shows good writing manners (a basic courtesy to the proof-reader). The worse is the latter feels fooled and frustrated by some online-patched works, and the most horrified is a work accumulating all the elements

above. We are aware that each composing represents author's cultural literacy and his serious and responsible attitude, this kind of minimum respect in return, such as has he consulted in advance concerning dictionaries, or used accurate phrases and wordings? Even, has he requested more to his instructor for more information? All these are the best feedback to comfort each proof-reader teacher, with fatigue for days and bad eye-sight after huge number of lecture and correction.

Why starting from 'Headline' see through the urgent needs of our cadets to connect outside world , as well to learn some trendy current events to communicate. In particular we could use well the above theory on Efficient Learning (National Training Laboratories, 2005) via its at least 5 approaches, Lecture, Reading, Discussion group, Practice by doing and Immediate Use of Learning, to impress our learners with each news. In addition, we must pay attention to the five key elements of each news, applying not only in writing, but also in ICRT news listening. ICRT every hour news (or New York Times report at 10am.on 101.7HZ) on radio is good for **"authentic input into output feedback,"** either listening comprehension or its dictation training. At the last semester, beside the formal academic report, we have trained cadets to get used to the speed of Live report, and to live in real English situation, instead of being satisfied with the speed of ALCPT tape, because the latter goes with a predictable unilateral input and disconnected interaction. In addition, we ask learners to summarize what they hearing-input and react with the five journalistic key elements, or even writing down as a quiz.

The bilingual headlines on international and local news could look simple at the first gland, however, we demand lots of learners' involvement to lead whole program. We proceed each week to recruit first learner-readers at the end of the first teaching hour to make sure that the second hour could go smoothly in the next one hour. These students must book first certain date of headlines, and especially well-prepare beforehand their news, normally during the break, reading well his several headlines and explain both correctly and basically the meaning of verbal propositions as the TA of class instructor, kind of role-model in the effect of peer learning.

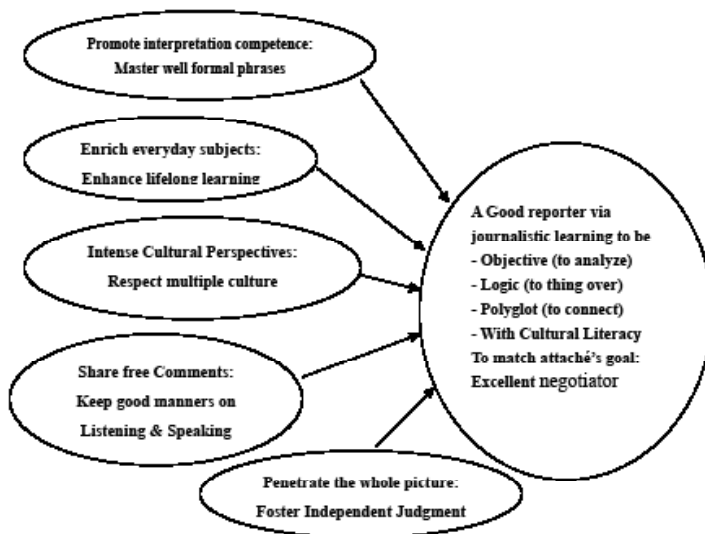
Finally, it is the turn of instructor to interpret more for some important news and to provide some well-documented preparation, which concerns often interdisciplinary knowledge, social (euthanasia, homosexual, abortion, death penalty, welfare, civility, campus bully, green issues, plague, premium, protestor, etc.), history (crusade, genocide, Moses, Al-Qaida, holocaust), political (municipality, referendum, bill, mobster, blast, striker, residency, espionage, reshuffle, jobless rate, boycott, embassy, rebel, riot, citizenship, swear in, resign, step down, EU, status quo, 998etc.), literary (Structuralism, post-modernism, world master, literary masterpieces, etc.),

culture (Guinness World Records, cuisine, monogamy, veil, haute-couture, Camp Davie, “café terrasse,” etc.), military (nuclear reduction, nuclear-arms, coup-état, demilitarize, relief operation, retreatment, insurgent, evacuation, etc.), as well always some accident (clash, fire, hijack, collapse, catastrophe, bomb attack, derail, death toll, etc.) or natural disaster (havoc, flood, landslide, tsunami, avalanche, earthquake, lava, etc.) somewhere. To provide more information once in class on famous politician, some celebrities, proper-term which offer multiple topics to start in all-around social occasions. Meanwhile we welcome other present students to raise their hand in order to answer instructor’s questions threw non-stop often during class to get bonus just like who guides to read news. Journalistic learning deepens enormously learners’ global vision and international humanities.

Teaching Objective: Global Vision and Higher Full-Skill Competence

To implement the mentioned theory on Efficient Learning, and to fit two most efficient approaches, Practice by doing and Immediate Use of Learning. In two years as training term, we adopt basic journalistic teaching, and provide active and helpful practice including News Reading, Writing (campus reporter training) and Listening (ICRT Listening), a fundamental training ready for L2 or L3 learning.

This study is both available and very potential on examining learners’ integrating English competence since high school, including those graduated from the Chung-Cheng Preparatory (high) School in Fengshan, the brand-new journalistic learning encourage our learner to live with current events and could participate actively in social circle in the near future. Therefore, journalistic learning promises the following five precise objectives to a future naval officer as our teaching objective, here is a Headline writing knowledge map on our future naval officer.



Headline Writing Knowledge Map in ROCNA
r. Adèle Y.D. Sun, 2006)

In term of the long-term goal, our training connects well to be condition as a qualified naval officer, taking part of the so-called International armed force, matched researcher's learning map in 2005, "L2 Knowledge Map on ROC Naval Officer."



Figure 3. L2 Knowledge Map on ROC Naval Officer

Made by Adèle Y.D. Sun (孫毓德, 2005)

On Composition itself

As we know, writing represents author's himself, his scope, depth, know-how and habit, more than the matter of L2 itself. The author must absorb and well think about certain subject to have convincing touch, it means lots of preparatory works in advance, while writing, he should consult proper and advanced dictionaries as well, or used accurate phrases and wordings, so-called mot-just. The ultimate goal aims at forming writing habit, and far more, to write well, logically, originally, delicately and rhetorically, to fit specific needs. Whereas to be pen-pal of some foreign college is also a good opportunity to practice letter writing, and is our new measure for cadets of the regular class 2015, who has a good occasion in 2011 of the students in the Hiroshima University, Japan, under the project of an English co-colleague from the ROC Air Force Academy. A good language learner will try to be trained or at least to lift his English proficiency up in all-around qualified level by all means, and require non-stop what he desires to know. Our students will be soon naval officers, they have perfect rights to absorb more, instead of being confined always in listening or grammatical learning, it does not fit at all their college learning goal, to be an independent and critical learner. If yes, they will be inferior in the same application in

numerous international occasions in the near future. We cultivate cadets' international manners to well redouble their involvement in international affairs, for individual and the unit (nation) he represents.

Proof-reading is often a time-consuming task, the most unpleasant task among four to both learner and instructors, because its exercise could be extended in class of self-learner or even after class as a home work. However, some better feedback comforts the fatigue of each proof-reader teacher. The examiner usually expects learners' echo, especially vis-à-vis their comments and suggestions given to each learner. Fortunately, some learners come back to request more tutor-like guidance. It means the learners read them seriously. In response to instructor efforts, learners must check with heart at least one time instructor's comments, in order to adjust some of their habit and to improve their own writing conception or wrong usage, and in particular, to avoid the same errors. Otherwise, it could put the proof-readers into the role as Sisyphus, who will risk to correct repeatedly their same errors shown non-stop, which become kind of punishment for good to instructor with good will and put down his zest for teaching, once the learner ignores constantly their own writing mistakes. A personal experience in 2002, the school executive officer has asked (ordered) all L2 teachers should correct weekly cadets English weekly diary, once students could not consider, or do not have any intention to do well their work, the worse, repeat again the same error, this good act in extra-time becomes suddenly a burden to reviser and to his precious lifetime, which could be his prime time with family, to study or serve others, instead of sacrificing for some formalism. We did deny it for good. Under direction of the Ministry of Education, college's instructors have both rights and obligation to promote themselves by pieces of research and studies, and concerning activities relative to our academic role besides teaching and administrative services.

We design the following learning evaluation survey to execute twice, mid-term and post-test, during a semester for three stages, and to correspond to one assignment mid-term and final English exam, in purpose to know earlier students' wish, and to mend soon in time along our execution. In order to adjust our journalistic teaching project according to positive requests of learners in terms of teaching design, its execution and learner's attitude and reflections, teaching approach and curriculum are to be improved step by step, surely. Each time we adopt the "T-test" as our evaluating tools, we take the average number of both to compare. To know further students' learning difficulties and obstacle on reading and writing news report, as well to detect their intention and suggestions on this program.

Specific Questionnaire at the end of four semesters for journalistic learning:

This simple but specific survey, significant revelation for the first time in the history of all our questionnaires, is worth the consideration of full-aspect teaching. We design 40 items, the 20 first to assess instructor, the second 20 for learners, going with a column for positive suggestions, each item is divided into 5 scales: Agree much-Agree-Good-Disagree-Objection. (Questionnaire, appendixes II & III) To better understand learner's feedback on each precise learning item and learners' change.(Cf. Appendix IV)

A. Evaluation compared according to learner's assessment (Cf. Appendix IV & V)

1. Evaluating Instructor's teaching (items 1-20): 95.1%
2. Learners' Self-evaluation (items 21-39):93.9%
3. Learning motivation (items 28-39): 94.2%

In general, learners' self-evaluation results look higher than instructor's teaching, our found the "gray zone" as hesitation, classification "Good," show the solid positive on instructor, who let learners to assess him, is still in fact higher than learners.' The data is just showing our teaching goal. A large part of satisfaction keeps in neutral point (Liker Scale), as well the other feedback coming from some specific item. There are 21.1% for the above item 1, 23% for the item 2 and 25% for the item 3. This is an interesting part to follow up.

B. Learner's self-assessment

Since long time our superiors, both superintendent and even the commander in chief of the Navy, wonder why our cadets' ALCPT scores in senior stay not only lower than our graduation proficiency test required score, 80, but also beyond one of academies in the south? What is problem during 4-year L2 formation? Besides the disadvantage that they have no formal English course since junior the fifth semester, the seniors go to be cruise trainees for the last (8th) semester, busy during their internship on sea. Once at the "Graduation Examination (the Heikao)" held by the Ministry of National Defense for all coming graduated cadets from seven military faculties in the north and in the south of country during the last "Patriotic Education,"² our academy performance on ALCPT score was not the first among the three academies in the south, even each year the priority level to recruit freshmen among these three.

The common sense of L2 and formal writing manners take time, which is no way to gain from ALCPT, should be implemented earlier in college studying. It is **not only practical in basic writing conception, but also in everyday writing**. Even our students do not live in any one English-speaking countries, at least, they should attain their high-school writing level. Foreign language instructors in school are all responsible to spread out all basic common sense

on target language to avoid our cadets' no-no, these future international officers, to become laughingstock in public and official places, it won't be only some embarrassing moment to themselves, who represent exactly ROC Navy and our nation. Despite our active promotion on some crucial instructions on writing as key point, there are still some who have handed out not-typed works, once they did not work on computer in Word system, they lost the good occasion to be checked automatically, that is why some full of punctuation problem (this show they insist in handing out sloppy work, instead of a well-shaped one by means of the use of spelling and grammatical check on computer, it shows at the same time their learning attitude, writing habit, or even mental block), no any sense of space (which is placed anywhere they want), no attention to consult numerous dictionaries, then committing all kind of spelling errors. The worse, they hand out some under standard paper (such in small form) full of handwriting which does not leave any margin to reviser, it seems they are already some famous writers who could be liberated from some certain writing regulation. Unfortunately, there are still about more than the two fifth cadets committing the above problems, even we have done our best to correct each time on each written work in detail to notice their writing disorder and mark or highlight errors for improving them in further works.

Around one tenth students are able to hand out a formal work (mid-term paper) with handwriting despite our all along instructions, paying attention to the writing international manners during four semesters. We still found three works written on a handy notepaper, they were smaller than regular A4 size, not only occupy the normal margin reserved for reviser's indication, but also torture revisers' eyesight with their illegible handwriting. This paper reveals as well cadets' writing mistakes as well their writing obstacles in college stage, writing barrier on learners embodies mainly in writing disorder and spelling disability, in short, they are not well-prepared for advanced learning in college.

Writing barrier on learners embodies mainly in writing disorder and spelling disability, in short, unprepared for advanced learning in college, they stay still in high-school English level, no intention to try other way to get the core of English learning. Regrettably, they keep asking college teacher to go back to review English grammar in the program designed to admire some more cultural and mental essays, which conveys more content with soul of certain English-speaking country.

Discuss some interesting outcome

Some cheerful survey results indicate the most satisfying feedback to any instructors. Here, instructor received learners' encouragement on his innovated and untraditional teaching approach like the Western way, and approved by traditional learners wishes or expectations to contact more Western teaching style in the class make them read, analyze, think, answer and express freely. Secondly, "live here and now" in teacher's syllabus and learn diverse L2 knowledge could be the correct of learner's flabby attitude in class, let them know the ECL is far beyond the real L2 learning and encourage them to know more in multiple everyday situation. If they have some constructive suggestions to instructor, they should propose beforehand which allow the instructor to put it in his next syllabus, or learners could discuss at the beginning of semester, anyway, do it in public and in time. Otherwise, we notice that learners have no open mind to accept diverse L2 learning. As long as they hit some obstacle in some specific learning (for their own usual negligence in the class, gained a bad mid-term grade, etc.), they start to make a detour to avoid some "difficult learning" according to their own definition and to ask for other easy target purpose as theme learning, such as sing songs, film-admiring or back directly to grammar-reviewing which they are supposed to well master during six-year high school studying. We suggest such learners could join some optional classes opened by the Section of Humanities of the General Education Center, they could have suitable learning, and less critic for their under-competence to absorb all-around knowledge. This school and the Navy need to recruit more diligent and all-around learners, to be honest.

Some cadets' obstacles on journalistic learning:

Firstly, in comparison with usual survey, this one much more specific and focused on journalistic learning manifests some more option in medium rang, such as 'Good' as conservative viewpoints, yet it does not change the majority of affirmation to this program. On one hand, learners confined to a corner are pleased to be aware and connect outside world; on the other hand, they have no intention to deepen a bit more journalistic learning under daily tight schedule. Bound by limited free time in whole week, our cadets make some selection on learning according to their ability after a prompt consideration, instead of taking all. This is a traditional interesting learning phenomenon. Secondly, we appreciate learners who are open-minded untraditional teaching approaches, and a free discussion interaction, instead of playing a passive role to accept all, without that 2. Instructor + 74%; +- 21.1%; - 5.3%

Feedback Analysis

A. Positive 82.64%: 1, 4, 11, 14, 15 and 17 (item 7 with the lowest satisfaction 68.75%)

Learners affirm that the efforts of instructor on make understand his syllabus and stick to it; he adopts adequate journalistic materials for news teaching to evoke learners' interest and interaction in class; he arouses involvement, such as hand-raising, enthusiastic echoes and inferring similar or relative ideas; he is delighted to share professional and international current information with learners. He welcomes learners' questions and tries to have interaction in class; the instructor corrects learners' errors and pronunciation in class.

B. Negative : 7.64% & 7.63% for items 6, 13, and 18 got the lowest dissatisfaction (2.77%).

Learners are generally sure that the instructor motivates brain-storming, and respects free views and angles than following cliché. He is enthusiastic to respond questions, and cares about learners' reaction and difficulties in class. In addition, he tries to make learners understand and to cast their habit to concern about current events.

C. Learners' Self-assessment + 69.3%; +- 23%; -7.7%;

1. Positive77.78%: 26, 31 [item 38 got the lowest satisfaction, 59.73%; 39 (61.11%)]

26. Instructor stirs learners' interest, delighted to share some large scale vision.

31. Because of concerning learning I care about and read current events.

38. ICRT news lifts up my listening competence.

39. ICRT News helps me to upgrade my Live listening comprehension which could be useful soon later in my future cruise, to understand navigator dialogue in work.

2. -(8.33%, 24; 9.72%, 38) [item 33 got the lowest objection (2.08%)]

24. The assessment could reflect objectively learners' level

38. ICRT news lifts up my listening competence.

39. I would like to turn some pages of news magazines equivalent to China Post with no fear or hesitation.

3. Showing their attention relaxed in any classes, which could be the main obstacle on learners' concentration

If my learning efficiency is low, it could be me who is _____ in class.

(7.64%) absent-minded

(4.17%) proceeding in secrete Brigade mission

(26.39%) rushing into other assignment(s)

(12.5%) upset for being watched by some senior(s)

(46.53%) concentrated upon Chinese novel reading

concentrated upon Chinese novel reading → rushing other assignment(s) → upset for being watched by some senior(s) → absent-minded → proceeding in private Brigade mission

To examine the entire outcome, we feel satisfied and confident of this program is basically on a right path, as well we notice a partial truth from learners' self- assessment about their learning obstacle, which across already all their academic performance, not only confined in the L2 learning. In the class all teachers feel they are often not concentrated, either absent-minded or busy in secret at the same time for other chores of Cadets' Brigade. Our design on the item 40, "If my learning efficiency is low, it could be me who is _____ in class." The instructor did not put some other "worse" options such as "snack in secret" or "doze" inside, but the five above mentioned reveals enough what our cadets usually do in all classes.

In fact, our cadets like versatile reading, which seems attractive and interesting to them, in condition of books in Chinese and chosen by themselves, instead of textbooks. In some way it is good at least, it had better to flame it into the "100-Masterpiece Project (the Baiyueh Jihua)," promoted in the passport of General Education center since 2010. Just as said Yutang Lin (1895-1975), great Chinese Master of Humor, "Lecture on the sly is the Best Reading."³

Results Analysis

This designed survey, significant revelation for the first time on journalistic learning, has an overwhelming results represents a highly support to instructor, as well retraced to its designed curriculum. It shows a slight difference on satisfaction between instructor and learner, a certain level of satisfaction is shared generally both interactive sides:

Global satisfaction: 95.1% (74%+21.1%) vs. 93.9% (70.9%+23%)= 1.2%

Extreme positive 74%-70.9%= 3.1%

Middle 21.1-23= -1.9%

Negative 4.9%-6.1%= -1.2%

From the most satisfaction item to the less one, it has only 1% as slight difference, it means less than 2 persons in fact. Certain conservative attitude stays a bit vague on learners (23% (38.39)). For instant, the two following items:

38. ICRT news lifts up my listening competence.

39. ICRT News helps me to upgrade my Live listening comprehension which could be useful soon later in my future cruise, to understand navigator dialogue in work.

Type	Options	Frequency	Percentage
If my learning efficiency is low, it could be me who is _____ in class.	(1) absent-minded	68 [1]	46.53
	(2) proceeding in secrete Brigade mission	18 [3]	12.5
	(3) rushing into other assignment(s)	39 [2]	26.39
	(4) upset for being watched by some senior(s)	7 [5]	4.17
	(5) concentrated upon Chinese novel reading	12 [4]	7.64
Total		144	100

Table 2. Truth of “What Distracts our Learners from Classes?”

The truth is that our cadets need a focus-training in priority, to figure out why and how they were derived from urgent and immediate cases or by personal bad habit, which is mainly due to personal time management. Learners are in fact the key person in entire survey, but there is a blind spot to blame teachers easily, and to put more loading to them to be “perfect ECL miracle-maker” in certain short term, all academic achievements seems simplified too much into a upward data in favor of presenting a regular quarterly briefing. The relation of teaching-learning, no exception, taking part of human relationship, is mutual. How to create warmer interactive atmosphere in class, instructor tries consequently hard to stir, inspire and encourage learners, and to keep a harmonious learning environment, even the last resort, failure of mid-term paper or final examine is obliged. Nevertheless once learners loose their intention, ambition or collective goal to pursuit a better title once in military various competitions, it could be a big matter. According to them, the main cause of their low academic performance is defeated by daily tiring duties after class, in particular under high stress from seniors in barracks reflect their low motivation on grades. Such a chronic, almost traditional problem, more complex and unusual than any normal college learners, should not be cut short simply, then impute directly to L2 teachers. As for our cadets stays the same, not treated nor improved in learning attitude... Our school could invite some more educative and psychological experts to face together such difficulties, it could be called “learning obstacle” shown already in all academic learning on their grades, not only on the L2 learning. Its solution is a bit crucial and thorny, worth to re-examine and to discuss all negative elements in a panorama.

Disadvantage from the Bad Concept since Freshmen's Orientation Training

Routine tight agenda and daily duties occupy the whole mind and thoughts of our cadets, whose academic performance is thus a bit under expectation of the whole teaching staff. To survive under everyday stress which mainly comes from seniors, the immediate threat, our cadet learners develop a tactful strategy to keep safe first, survival is the fittest. Therefore between everyday conduct and academic grades, they choose the first in priority, and 60 as their ultimate request for academic grades. Lack of concentration or previous preparation is frequent, we will work further on such orientation training. Fortunately, there is still a minority of learners keep self-studying, and ask questions with concrete points. **There are some myths and blind pots on cadets' learning, passive attitude, criticized knowledge collector** with rare previous works or prepared questions, no enough curiosity to look for ever list systematically questions or ask questions in a wrong way, some never consults the grammar for once after high-school studying, taking ALCPT as the ultimate L2 learning, satisfied only with its outcome.

Based on the Extra Final Suggestion after 40-item Questionnaire

Through the results we learn lots of message on further curriculum designing, but also **learner's feedback**. Here found a comprehensive analysis of students' feedback in term of Curriculum-designer, the results of learners' feedback as follows:

Table 3. Learner's Post-Learning Suggestions

Type	Student Response	Frequency	Percentage
Comments on journalistic teaching	1.Thanks to teacher for providing such designed curriculum	12	8.3
	2.Flexible and interdisciplinary teaching let me absorb lots of things, as well literary, historical knowledge and crafty current events. All wows me really	1	0.7
	3.Creative and various teaching approach, unusual as others I contacted before, which allows us to learn in a pleasant and joyful atmosphere, journalistic teaching prevents us from confinement and isolation.	1	0.7
	4.Our instructor took a lot of time on curriculum-designing, dynamic and playful, which makes me interested in lots of outside knowledge XD. Although our English requirements stop now, I wish to follow your optional course later.	1	0.7

Expectation for teacher	1.To have some more film teaching	3	2.1
	2.Wish read more long article, normal report or current event	3	2.1
	3.Reinforcing ECL training	2	1.3
	4.ICRT shape hour report and Weather forecast seem too speed to me, suggest start from the lower one	2	1.3
	5.Wish some more grammar teaching	2	1.3
	6.wish to have some more English song, either teaching or evaluation way	1	0.7
	7. To have some more conversation	1	0.7
No comments		115	79.4
Total		144	100

ALCPT, like other proficiency tests in our nation, examines certain current L2 level served as a career or graduation prerequisite. It is not the ultimate objective of all cadets and officers to learn L2, English, nor appropriate for cadets' applied and lifelong objective, no one takes any proficiency test as a social topic. Same cadets as those in the National Defense University, which demand themselves to pass their own English Placement Test independently by self-studying as others outside. However, the three academies in the south try hard for passive learners to focus only on ALCPT score, scarifying the value of varied and normal L2 teaching, and provide all sources only to lift up the score of Placement test, instead of guiding them to have a large scale of vision to contribute more on behalf of our nation. It is similar to fall in a vicious circle, at least in the academic fields, our future officer seems far beyond brave and courageous than their drill in battle field.

Conclusion

It shows since a long time an imbalance between learners academic and military performance, that the whole teaching staff has to work hard together on upgrading their studying. Since there is no further biggest advantage than join the big family of ROC Navy, no more crucial competitions after once they entered the academy gate. It could be why the majority demand their academic grades as 60, the ultimate blessing passed from grade to grade as tradition.

1. Concentration: Focus-training

ICRT listening training, a convenient teaching assistant material, has been added new element in curriculum in our four semesters each, it aims at shaping gradually learners' focus on listening comprehension taken from ALCPT for two years. We observe how cadets execute the process "authentic input into output feedback" from Live listening, to train their real listening comprehension in real situation. If they have neither patience nor concentration for only 5 less or more minute in one hour, it is clear the problem is on themselves, no more other excuses to blame others on behalf of lazy learners, otherwise authorities could not do any wise win-win policy, firmly. To blame hard-working teachers to cover negligent learners, it could never cultivate both independent learners and soon officers, that is why academic and military teaching objective is supposed to be coherent.

This journalistic training program includes daily Live report, breaking news and weather forecast for predicted and current temperature, the luckiest we can follow the most twice during the 2-hour session of class. Nevertheless the most part of students, passive and absent-minded, need to be reminded to be concentrated, at least the first 30 minutes, and can not stop to complain, such as the hour report is reserved to native speakers, the reporter's speed is too fast. In spite of instructor's key guidance, such as keeping a pen in hand to note all numbers down they input (budget, numbers of people in accident, date, interesting data, etc.), or just to seize one single news each time to well provide me more information they receive, it allows to avoid being interrupted by others news, former or mainly the following one. In fact, they still keep complaining, rather than opening their both ears and mind to well connect each information input from outside world. What I got eventually from them is full of secondary fragments like dregs, incomplete number(s) and tiny pieces of information, which is far from profile an event or a report, and the whole performance as college student could be inferior than high-school students they were... In this regard, our cadets should be conscious that they keep just the motive and determination of all learning, and they have find some means to continue self-studying, or to ask question(s) well-prepared beforehand, once they are impatient and less motivated to learn for some personal reason(s), nothing could be input in they heart for good. Such strange phenomena on passive college students, risky to consume quickly the zeal of any serious instructors, could cut a positive circle of learning-teaching as feedback in our school in short term, will harm certainly in the long term educative objective of ROC Navy. To contact whole world on sea for regular information, our cadets, future captains, should seize some more precious opportunities

in college to foster learner to be an all-around leader in the near future, knowing professional and interdisciplinary basic know-how and more expertise.

2. Reflection on myths of learners.

based on survey results reach certain effect built since the very beginning. Our cadets affirm the instructor mostly on average 94.56% , instructor announces the very beginning in class his syllabus and keeps following up; he/she adopts adequate journalistic materials for news teaching, which arouses learners' interest and interaction in class; his/her approaches evoke learners' critical thinking, questions and discussion; he/she encourages involvement, such as hand-raising, enthusiastic echoes and inferring similar or relative ideas; he/she, enthusiastic to respond questions, cares about learners' reaction and difficulties in class. He/she is punctual for class and break; he/she is delighted to share professional and international current information with learners; he/she welcomes learners' questions and expects always a good interaction in class; he/she is fond of sharing a large scale of vision; he/she is enthusiast in teaching, willing to answer learners' questions.

On learners' Side (ON AVERAGE 94.13%)

- 29. In class discussion do you compete for reading some headlines and get involved actively.
- 31. Because of concerning learning I care about and read current events.
- 32. I work hard each time on my mid-term paper, in particular on the subject of 'Campus News' in second mid-semester.
- 33. I would like to turn some pages of news magazines equivalent to China Post with no fear or hesitation.
- 36. I acquaint with few English journalistic writing rules.
- 37. I take time to accumulate journalistic terms and vocabulary in formal use.

Based on learner's familiar passive attitude as we mentioned previously, the outcome in terms of imbalanced attitude in class is risky by turning English interaction into relation of "criticized taker-active giver."

Latent Crisis via Researcher's Long-term Observation

Observing cadets' Reading, Writing and Listening competence from this evaluation of integral program on journalistic teaching, we are pleased to receive the most part of positive feedback as support. On one hand, we continue and insist in doing well our duty, an educator, and believing that all learners have both rights and potential to be elite, because No Learner Left Behind.

Instead of focusing on a minority of elite in Navy, all instructors' duty here is in fact to upgrade the whole future officers and non-commissioned officers. On the other hand, we conclude some latent crises to impede learners' future development in L2 learning, extremely confined and limited absolutely on highlighting ALCPT score, it will harm severely harm the goal of globalization they pursuit all the time, ironically.

A total credit for the BA in ROC Naval Academy, 143, is ranked the highest among seven military academies. Nevertheless, the English course was the lowest, only 6 credits, other between 8 to 10 more credits including, in which unveils the gap between teaching overloading and insufficiency of teaching staff to develop more. Besides, some military curricula (in principal non-credit) put into a normal semester, and relatively expel requirements out, which largely reduce students' learning opportunities to follow more optional subjects and gain more credits as well. It results some required military drill throughout winter and summer vacations, our cadets become nonchalant, chewing the breeze all day then. The entire academic program is worth re-examination and redesign in short term, to go through the entire school year. Their low-motivation in academic learning could be complete, not only in English learning, all superiors could easily lay the blame on the heaviest loaded three English instructors, the fewest of all military academy, instead of discuss sincerely with limited L2 staff and find out the key points, then to provide all administrative resources as the biggest support on personnel issues merging since 2003, or promote some eliminating policy gradually to maintain qualified cadets and future excellent naval officers, for example selecting freshmen at the very beginning with higher L2 competence each via entrance review or its examination. Otherwise, it could never solve the most fundamental causes, the very initial problem, which could come back all the time into both the Naval Headquarters and academy itself.

3. Great Expectations for dependent learners:

Our learners turn more and more independent in the soldiering, we hope such independent trainees become independent and critical learners on academic side.

- a. to Stir peer learning to have a collective learning habit and cherish all learning in academy, then no more time and resources after their appointment in army. If they want, they could be elite in all kind of professional competitions and selections for further advanced studying or exchange visiting opportunities. keeping constantly competent in major, in life, in career.
- b. to Surpass himself/herself all the time: accept and achieve challenging and diverse works,

always trying to do the best. We wish some low-motivated learners to find out their own weakness and use well all resources to make progress each with strong will and ambition.

c. to Consult multiple functional and practical dictionaries in writing, but do not depend only on the electronic one. Trigger them to keep progressing, knowing how to find out problems and to propose questions.

d. to Stay open minded and have fun to learn interdisciplinary knowledge and international manners, and Get ready to seize any self-studying and self-lifting opportunities. To know himself/herself, know how to find ways out and keep himself everyday different.

Successful in entering academy becomes the biggest benefit to our cadets of life, no more rests. This could be the truth to provide a solid response to superiors wonder about cadets' low academic grades. How to stir them up to surpass the pass themselves after instructor's inspiration relies on their self-demand and determination, they are in fact the own master of their lifelong achievement.

It is time to make some change and lead them to be independent and critical thinking leaner each, to conform to a qualified college student first, then to be a brilliant leader. Our ultimate teaching objective is to turn certain passive attitude in class into active lifelong one as the first step, and keeps guiding their further all-around learning in campus, as a good habit in life.

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Appendix I: One Fourth Quiz: A 200-word Composition

Composition subjects to practice in one hour: [Regular Class 102, April 15, 2011]

1. How to Treat Nature Friendly
2. Never Say Never
3. No Room for Error
4. My View on Euthanasia
5. Prefer Late than Never
6. On Female Plastic Surgery
7. Some Unforgettable/Sweet Memory in my Childhood
8. How do You Improve Your English?
9. My Mother/Father/Great parents/Best Friend/Favorite Teacher
10. Have you ever Lost anything that was Important to you?
11. My Career Goal

12. My View on Human Clone/ Homosexual's (or Disable's) Rights
13. What Kind of Movies/Novels do you like?
14. Do you Like Indoor or Outdoor Sports?
15. What I Have Learnt from my Mistakes
16. Would you Prefer to Study abroad or Study in Taiwan?

Appendix II: ROCNA Cadets' Favorite English Teaching Content

ROC Naval Academy Survey on English Material (05/26/2010)				
Class-year Objective	Officer 100	Officer 101	Officer 102	Supporter percentage [Order of preference]
I. Full-skill teaching (4-skill balance) (% , order)	5 (6%, 5)	9 (12%, 4)	19 (18%, 4)	33/265 cadets 12.5% [5]
II. ALC/ECL (% , order)	18 (21%, 3)	23 (30%, 1)	23 (22%, 3)	64/265 cadets 24.2% [3]
III. TOEIC/GEPT/ TOEFL (% , order)	21 (25%, 2)	17 (22%,3)	24 (22%, 2)	62/265 cadets 23.4% [4]
IV. Output training (reading & composing) (% , order)	34 (41%, 1)	19 (25%, 2)	30 (29%, 1)	221/265 cadets 83.4% [1]
V. Specific practical course (% , order)	6 (7%, 4)	8 (11%, 5)	9 (9%, 5)	66/265 cadets 24.9% [2]
Valid copy	84	76	105	265 cadets

- 1 9. Instructor corrects in detail and turns back all learners' works with professional comments or constructive suggestions to improve his further writing.
- 2 0. Each semester assessment contains multiple standards (report, oral, quiz, exam and involvement, etc.)

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II. On learners :

- 2 1. Both length and depth of journalistic materials are proper
- 2 2. The course offers proper and fair assessment according to teaching objective.
- 2 3. The number of quizzes and assignments is proper.
- 2 4. The assessment could reflect objectively learners' level.
- 2 5. Learners understand semester evaluation criteria.
- 2 6. Instructor stirs learners' interest, delighted to share some large scale vision.
- 2 7. Instructor is enthusiast in teaching, willing to answer learners' questions.
- 2 8. I read international and domestic new to enrich some topics while chatting with my classmates.
- 2 9. In class discussion do you compete for reading some headlines and get involved actively.
- 3 0. My gain from news learning (since two years 4 semesters) makes me feel better than other schoolmates which have no similar contact with journalistic training (reading, writing and listening).
- 3 1. Because of concerning learning I care about and read current events.
- 3 2. I work hard each time on my mid-term paper, in particular on the subject of 'Campus News' in second mid-semester.
- 3 3. I would like to turn some pages of news magazines equivalent to *China Post* with no fear or hesitation.
- 3 4. I feel no distance or less barriers with outside activities via this learning.
- 3 5. Thanks to this course I know about all activities in campus and would like to join campus publishing team.
- 3 6. I acquaint with few English journalistic writing rules.
- 3 7. I take time to accumulate journalistic terms and vocabulary in formal use.
- 3 8. ICRT news lifts up my listening competence.
- 3 9. ICRT News helps me to upgrade my Live listening comprehension which could be useful soon later in my future cruise, to understand navigator dialogue in work.
- 4 0. If my learning efficiency is low, it could be me who is _____ in class.
 - (1) absent-minded
 - (2) proceeding in secret Brigade mission
 - (3) rushing into other assignment(s)
 - (4) upset for being watched by some senior(s)
 - (5) concentrated upon Chinese novel reading

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- 4 1. Constructive comments or suggestions to the Section of Humanities and General Center on matter of Foreign Languages program (Optional)

Appendix IV: Learners' Satisfaction

Satisfaction Item	Agree much	Agree	Good	Disagree	Objection	Valid number
1	29.86%	48.61%	17.36%	2.78%	1.39%	144
2	25.69%	45.83%	22.22%	4.86%	1.39%	144
3	26.39%	44.44%	24.31%	4.17%	0.69%	144
4	33.33%	43.06%	16.67%	4.86%	1.39%	144
5	29.17%	43.06%	21.53%	4.86%	0.69%	144
6	29.17%	43.75%	24.31%	2.08%	0.69%	144
7	27.08%	41.67%	24.31%	6.25%	0.69%	144
8	28.47%	43.06%	24.31%	4.17%	0.69%	144
9	34.03%	39.58%	22.92%	4.86%	1.39%	144
10	30.56%	43.75%	20.14%	4.17%	1.39%	144
11	29.17%	46.53%	20.14%	6.94%	0.69%	144
12	29.17%	40.97%	16.67%	6.94%	0.69%	144
13	28.47%	45.83%	22.22%	2.08%	0.69%	144
14	29.86%	47.22%	18.06%	3.47%	1.39%	144
15	28.47%	46.53%	18.06%	3.47%	0.69%	144
16	26.39%	47.22%	20.83%	2.08%	1.39%	144
17	27.78%	50.69%	18.06%	2.78%	0.69%	144
18	29.86%	44.44%	22.92%	2.08%	0.69%	144
19	29.17%	43.06%	20.83%	4.86%	2.08%	144
20	28.47%	43.06%	22.92%	4.86%	0.69%	144
21	25%	45.83%	21.53%	6.25%	1.39%	144
22	27.08%	43.06%	24.31%	4.17%	1.39%	144
23	25.69%	47.22%	21.53%	4.86%	0.69%	144
24	24.31%	49.31%	18.06%	7.64%	0.69%	144
25	26.39%	47.22%	20.14%	5.56%	0.69%	144
26	30.56%	49.31%	16.67%	4.86%	0.69%	144
27	27.78%	47.22%	18.06%	7.64%	0.69%	144
28	30.56%	36.81%	25.69%	5.56%	0.69%	144
29	27.08%	46.53%	21.53%	4.86%	0	144
30	22.92%	45.83%	24.31%	6.25%	0.69%	144
31	24.31%	53.47%	19.44%	2.78%	0	144
32	26.39%	45.83%	21.53%	6.25%	0	144
33	20.83%	52.78%	24.31%	2.08%	0	144
34	26.39%	43.06%	25.69%	4.17%	0.69%	144
35	22.92%	43.75%	26.39%	6.25%	0.69%	144
36	24.31%	47.92%	21.53%	6.25%	0	144
37	22.22%	49.31%	24.31%	2.78%	0.69%	144
38	22.92%	36.81%	30.56%	6.25%	3.47%	144
39	20.83%	40.28%	30.56%	4.86%	2.08%	144
40	46.53%	12.5%	26.39%	4.17%	7.64%	144