2026 國立清華大學
外國語文學系「語言研究與教學組」
碩士生論文發表會

2026 GRADUATE STUDENT CONFERENCE ON LANGUAGE RESEARCH AND TEACHING

議程及論文摘要

Program and Abstracts

時間： 2026.6.15 (Mon.) 10:00-13:30

地點：國立清華大學人文社會學院
人社院C310會議室

Conference Program

10:00-10:30

發表人：廖宣筑
指導教授：蘇怡如
論文題目：Exploring the effects of congruency, collocational frequency, and proficiency in L2 collocational processing and production

10:30-11:00

發表人：歐哲睿
指導教授：林惠芬
論文題目：Comparing the effect of ChatGPT and online dictionary on L2 vocabulary acquisition

11：00-11：10 Break

11:10-11:40

發表人：涂彥允
指導教授：謝承諭
論文題目：Why does it sound so negative? The stigmatization of Jing Jing Ti in Taiwan's news media

11:40-12:10

發表人：蘇玟綺
指導教授：謝承諭
論文題目：Unlocking Shan-Liao Ti: A corpus-driven study of linguistic and stylistic features in popular fiction (2022–2024)

12：10-13：30 Lunch

發 表 人 ：廖宣筑
指導教授：蘇怡如
題　　目：

Exploring the effects of congruency, collocational frequency, and proficiency in L2 collocational processing and production

摘要：

In second language acquisition, accurate use of collocations (i.e., combinations of words that typically co-occur) is essential for achieving fluency and sounding natural in the target language. However, collocations remain a persistent difficulty even for advanced learners. Numerous studies have suggested that one significant factor contributing to collocational errors is the influence of learners' first language (Jeong & DeKeyser, 2023; Lee, 2021; Sun, 2020; Wu et al., 2024; Yamashita & Jiang, 2010). This phenomenon, known as the congruency effect, occurs when collocations with direct, word-for-word translations between L1 and L2 (i.e., congruent collocations) are processed more quickly and accurately than incongruent collocations, which lack such direct translations. In addition, collocational frequency and learner proficiency have also been shown to affect L2 collocation acquisition. It is noted, however, that previous studies have focused predominantly on receptive knowledge, examining whether learners recognize collocations as acceptable or not. This approach provides only a partial understanding of learners' collocational knowledge, as it does not capture productive skills. Moreover, previous research has largely focused on adjective–noun collocations, and this narrow focus limits the generalizability of the findings to broader aspects of L2 collocational acquisition. Therefore, more research is needed to explore both receptive and productive knowledge with different types of collocations to get a better understanding of L2 collocational learning.

The present study investigated how congruency, collocational frequency, and learners' proficiency jointly influence L2 learners' collocational processing and production. Sixty-one university students in northern Taiwan with varying English proficiency levels participated in the study. Two tasks were administered: an acceptability judgment task assessing receptive knowledge, and a fill-in-the-blank task assessing productive knowledge. Target items included adjective–noun and verb–noun collocations systematically varying in congruency (congruent vs. incongruent) and frequency. All statistical analyses were performed in R (version 3.6.1). The accuracy and RT data were analyzed with mixed-effects modeling.

The results showed that congruency was generally a robust predictor across tasks, with congruent collocations processed faster and more accurately, and produced more successfully, than incongruent ones. Moreover, the congruency effect was stronger in production than in processing, suggesting greater reliance on L1 knowledge during active retrieval in production. Collocational frequency also facilitated performance, although its effects varied across conditions and were stronger in production than in processing. This may be because production requires learners to actively retrieve target collocations from memory, making the advantage of more frequent collocations more apparent. Learner proficiency consistently predicted better performance, with higher-proficiency learners demonstrating faster processing and greater accuracy. In addition, proficiency modulated specific effects in production: higher-proficiency learners were more successful in producing incongruent verb-noun collocations and showed greater sensitivity to frequency in retrieving adjective-noun collocations. Overall, the findings of the study highlight the roles of congruency, collocational frequency, L2 proficiency in collocational processing and production.

發 表 人 ：歐哲睿
指導教授：林惠芬
題　　目：

Comparing the effect of ChatGPT and online dictionary on L2 vocabulary acquisition

摘要：

The rapid advancement of generative artificial intelligence has introduced new paradigms in second language acquisition, yet its comparative efficacy against traditional digital tools remains scarce. This proposed study aims to investigate the differential impacts of utilizing ChatGPT versus the traditional online dictionary Merriam-Webster on English reading comprehension and vocabulary acquisition. Participants will read selected English texts and utilize assigned digital tools to resolve comprehension breakdowns and acquire unfamiliar words. By analyzing the outcomes of these communicative tasks, this research expects to provide empirical evidence on whether AI-driven assistance facilitates deeper vocabulary retention and reading fluency, compared to static online dictionaries. The finding aims to offer pedagogical implications for integrating generative AI into EFL classrooms, ensuring that technology serves as an effective scaffold for language learning.

發 表 人 ：涂彥允
指導教授：謝承諭
題　　目：

Why does it sound so negative? The stigmatization of Jing Jing Ti in Taiwan's news media

摘要：

Code-switching (CS), a pervasive linguistic phenomenon in Taiwan and around the world, has been the subject of extensive research. A major line of past studies has investigated attitudes toward CS, mostly through experiments and questionnaire surveys (Hsu, 2013; Liu, 2019; Rangel et al., 2015; Rodrigo-Tamarit & Loureiro-Rodríguez, 2024; Yim & Clément, 2021). However, despite the findings that demonstrate media's influence on language perceptions (Liu & Gao, 2020; Liu & Holmes, 2018), little work has investigated how attitudes towards CS are metapragmatically and discursively constructed in the news. To fill this gap, this study analyzes Taiwanese news media's metapragmatic construction of Jing Jing Ti (JJT), a speech style that can be roughly translated as CS between English and Chinese, and the underlying language ideologies of the media discourse. The term JJT was coined by the media originally to reference the style of a bilingual Taiwanese socialite, Jing-Jing Lee (李晶晶), in a viral interview video, and was later associated with and expanded to other contexts such as presidential elections and the 2030 Bilingual Policy. This study, instead of conducting surveys or experiments, adopts a metapragmatic approach and examines how the JJT label is utilized and discursively constructed in the news headlines as well as the reporters' speeches, using Fairclough's (1992) three-dimensional framework—description, interpretation, and explanation—and Blommaert's (2007) theory of sociolinguistic scales. In total, 12 JJT-related YouTube news videos published between 2016 and 2024 by different major news outlets, including TVBS, FTV, and CTS, were collected and analyzed. The focus of the news ranges from Jing-Jing Lee and politicians, such as Kuo-Yu Han and Ing-Wen Tsai, to an anonymous elementary school student's language use in their communication book.

Results show that Taiwanese media tend to use, or cite netizens' use of, JJT as a metapragmatic label for characterizing one's language choice, often accompanied by negative words indicating criticism, mockery, shock, or affectation. Additionally, grammatical features such as passive markers and contrastive connectives are often employed in the context to imply the negative connotations of JJT. These devices construct JJT as an unnatural, ridiculous, and cringeworthy behavior, reflecting and reinforcing language ideologies, such as CS as a sign of deficiency and inappropriateness or as a tool for deliberate boasting. Moreover, in Blommaert's (2007) terms, JJT has been upscaled from a micro-level phenomenon to a macro-level issue—from a personal speech style to a politician's ability and integrity, and eventually to a national policy related to education and even geopolitics. The analysis shows not only how a neutral and common language phenomenon like CS can be discursively linked to negative socio-pragmatic meanings and further to (inter)national politics in public discourse, but also how language ideologies can be constructed and reinforced through media coinage and exploitation of a metalinguistic label like JJT. This study thereby has implications for the literature on bilingualism, metapragmatics, sociolinguistic scales, and media literacies, providing valuable insights into the media construction of attitudes toward CS through a discourse-based approach.

發 表 人 ：蘇玟綺
指導教授：謝承諭
題目：

Unlocking Shan-Liao Ti: A corpus-driven study of linguistic and stylistic features in popular fiction (2022–2024)

摘要：

Corpus stylistics, first developed in the 1980s, integrates corpus linguistics and stylistic analysis to investigate the forms and meanings of literary language through both quantitative and qualitative methods (Davis & Brown, 2024; Leech & Short, 2007; McIntyre, 2015). This approach has been widely applied to English popular fiction, revealing systematic stylistic variation across genres. For instance, Jautze et al. (2013) demonstrate that chick literature tends to favor compound sentences, whereas literary fiction more frequently employs complex subordinate clauses. Likewise, Mahlberg (2014), in her corpus-based study of Charles Dickens's Nicholas Nickleby, shows how analyzing the word "shoulder" can uncover patterns of bodily movement that contribute to character interpretation.

Despite its proven value in English-language studies, corpus stylistics remains relatively underexplored in the analysis of Chinese fiction (e.g., Lin & Hsieh, 2019). To address this gap, this study conducts a data-driven investigation of Shan-Liao Ti (SLT) "Shan-Liao style," aiming to describe its linguistic and stylistic features and to account for its popularity from a corpus-stylistic perspective. The term SLT originates from Huang Shan-Liao (黃山料）, a contemporary Taiwanese popular fiction writer whose work has attracted both commercial success and controversy. Since his debut in 2019, Huang has produced several bestsellers that have continued to rank highly on major sales lists through 2024 and 2025. In online discourse, his writing is frequently labeled as SLT, with discussions often focusing on its stylistic and rhetorical features based largely on subjective evaluation.

Building on prior corpus stylistic research on popular fiction, this study examines three of Huang's best-selling novels. The texts were compiled into a machine-readable corpus and preprocessed to remove paratextual material. Sentence segmentation was performed based on punctuation, and word segmentation was conducted using CKIP tools (CKIP Lab, n.d.) to ensure analytical consistency. The analysis focuses on three dimensions: (1) syntactic features, operationalized through sentence length measured in words per sentence; (2) lexical patterns, examined through frequency lists and collocational patterns between pronouns and utterance verbs; and (3) dialogic structure, measured by the proportion of dialogue across the texts. Analytical tools include AntConc (Anthony, 2011) and Python, complemented by qualitative stylistic interpretation.

Preliminary findings reveal several consistent characteristics of SLT. First, Huang's novels generally exhibit shorter sentence length compared with other popular fiction writers (cf. Lin & Hsieh, 2019), indicating a stylistic preference for brevity. Second, the texts contain a relatively high proportion of dialogue, reflecting a strongly conversational narrative style. Third, frequency analysis follows a Zipfian distribution, with prominent occurrences of first-and second-person pronouns and frequent co-occurrence between utterance verbs and first person pronouns. In contrast to the 2024 Corpus of Contemporary Taiwanese Mandarin (COCT; National Academy for Educational Research, n.d.), which shows a more dispersed pattern of pronoun–utterance verb collocations in written language, SLT demonstrates a stronger interpersonal and dialogic orientation. Furthermore, high-frequency lexical items highlight themes of interpersonal relationships, dialogue, everyday actions, and emotional experience, suggesting an emphasis on personal and quotidian experiences that may enhance reader accessibility.

Overall, this study provides an empirical description of Shan-Liao Ti, demonstrates the applicability of corpus methods to Chinese-language fiction, and contributes to ongoing research on stylistics and language use in Taiwanese popular literature.

Note