



一起提升英文和學術力，資訊學院碩博士生踴躍參與系上專屬英文課程

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本學院在 110 學年度起獲選為教育部雙語計畫重點培育學院。為提升本院學生的英語能力，晉升為國際人才，因此開設專屬於資訊學院的小班制客製化六週的免費英語課程，旨在協助本院碩、博班生增進一般英語與學術英語的聽說讀寫能力，學生可依據學習需求彈性選擇課程，以下為 110 學年下學期學生參與課程的心得。

英文學術能力寫作課程

陳鈺潔 (邱維辰教授實驗室)

參與課程：學術英文寫作邏輯課 level 1

Willy 老師的課程專注於學術文章的邏輯與概念，讓我學習到如何去分析論文的架構，這不只幫助我在快速閱讀論文時更容易抓住重點，更當自己實際在撰寫論文時，學會使用精確的字彙與完整的架構撰寫論文，投稿論文時更容易上手！老師在課程的安排上很用心，會穿插有趣的互動，也會偶爾和大家聊聊天，上課很愉快又能學習東西！

鄭昕宜 (邱維辰教授實驗室)

參與課程：學術英文寫作邏輯課 level 1

過往求學階段的英文課較少涵蓋專業領域的論文寫作，而這項能力在碩班卻相當重要，如何把完成的研究闡述成一篇完整且清楚的論文，是一大挑戰。在【資工領域論文篇章邏輯與概念】這堂課中，Willy 老師針對許多學生撰寫論文常犯的錯誤或是常用的單詞、句型和語法進行剖析和歸納整理，例如資工論文單詞的主詞用法和同義詞、強調重點的句型用法和解釋數據的常用英文等等，幫助學生在撰寫論文時可以有效地把研究的重點通順且強而有力的用英文表達出來。

金則禹 (曾建超教授實驗室)

參與課程：學術英文寫作邏輯課 level 1

修習 Willy 老師的論文篇章邏輯與概念課程讓我受益匪淺，瞭解到了許多在論文寫作時需要注意的關鍵點，例如英文寫作會在第一句話點名

段落或者是全文主旨，論文寫作存在著 GSG 這樣的既定結構需要作者遵循，以及不論在句子或者是段落中主語或者主詞都是文章的核心需要圍繞其來寫作。另一方面老師也分享了一些自己參加學術論文寫作的經驗對我也大有裨益，這些經驗在普通課程中也是難以接觸到的。而在解釋一些比較難以理解的知識點時老師則會藉助生活中的例子來解釋，讓學生更好的理解，並且穿插一些風趣幽默的片段緩解了課堂學習的緊張感。最後十分感謝資工系開設這個課程讓我有機會學習更專業於資工領域的英語知識。

林欣儒 (黃敬群教授實驗室)

參與課程：學術英文寫作邏輯課 level 1 & 學術英文寫作邏輯課 level 2

在上寫作一、二的課程時，還沒有任何寫論文的經驗，在聽 Willy 老師講解怎麼把論文每一段架構寫出來時總覺得離自己有點遙遠，但是課堂上對論文的架構解析對於閱讀論文反而有很大的幫助，上寫作課前讀論文時只覺得把讀到資訊看懂，上過課後可以清楚知道哪一句是重點哪裡是補充說明，而且發現幾乎所有頂會的論文都遵循寫作課所教的架構方式撰寫。碩二開始寫自己的論文時，一開始真的會不知道怎麼下筆，後來翻出寫作課的教材和筆記，發現上課的內容完全是寫論文的救星！雖然論文論述內容還是需要腦力激盪，但是要強調的部分和編排順序都可以從寫作課程得到解答，比較可惜的是，不是剛好在準備要寫論文的時候上寫作課，在準備論文撰寫的時候更能知道會遇到什麼困難，更能在寫作課學到自己不足的地方，所以更推薦準備寫碩論時上寫作課，一定可以吸收到更多寫作技巧！

江梓豪 (黃敬群教授實驗室)

參與課程：學術英文寫作邏輯課 level 1 & 學術英文寫作邏輯課 level 2

上完 Willy 老師的學術邏輯寫作 level 1 & 2 課程，獲益良多。我學到了很多英文學術寫作的

篇章架構，讓我能夠良好的規劃自己畢業論文的結構，除此之外，我在寫作上常出現「中式英文」的問題也改善了很多，在閱讀別人的文章時，我也能更快速的抓到作者想表達的重點。老師的上課非常的輕鬆有趣，與學生的互動良多，並且內容非常貼近我們的生活、學術議題，每次上課都能感受到老師的用心，希望疫情趕快結束，可以不用在遠端上課。

郭家璋 (黃敬群教授實驗室)

參與課程：學術英文寫作邏輯課 level 1 & 學術英文寫作邏輯課 level 2

我在寫作時常遇到的問題是：看別人的 conference paper 時都覺得很有架構、文字通順，不過自己寫時就像流水帳、重點與細節交錯令人難以閱讀卻不知問題。Willy 老師系統化的整理一篇有章法的文章會在哪部分出現哪種固定形式的 block，只需按自己的研究內容填充，使文章有邏輯組織。上過兩個學期的課後，對學術文章的掌握增加了，也順利的發出的 conference paper。感謝 Willy 與 Selina 老師的付出。

英文口說能力表達課程

李東霖 (曹孝傑教授實驗室)

參與課程：英語口說課 level 1：溝通與表達課程

從小，在國高中時我的英文科目總是比起數學或其他理科來得差。雖然我一直都知道這個問題需要改善，但由於學習英文遲遲沒有帶來像是解開數學題目或是搞懂一個物理現象背後的原理那樣有成就感。使得我對於學習英文一直都感到興趣缺缺，只是維持著最低標準的英文技能，一路來到了碩士讀資訊。非常榮幸的剛好搭上交大資工專屬英語課程的機會，加上教授與實驗室夥伴的大力推薦，因此重新提起熱忱來上課。不得不說，原本我很擔心我的英語程度之低可能會讓老師感到困擾，不過修完之後才發現是當初想太多了。整個修課的氣氛非常輕鬆愉快，更重要的是不用害怕講錯，因為老師都會很有耐心的解釋與替我解除一些知識上的盲點或不足。另外，課程內容也不會讓大家覺得枯燥乏味，反而像是跟實驗室成員一起出來玩一樣，替水深火熱的研究生活增添樂趣同時加強英文能力，真的是一舉兩得。推薦該課程給與我有一樣經歷或苦惱沒有機會練習英語的你，必然是會獲益良多的。

王嘉誠 (陳志成教授實驗室)

參與課程：英語口說課 level 1：溝通與表達課程

口說的 level1 是非常輕鬆有趣的課程。在 Selina 老師準備的日常教材裡，我們可以用非常生活化的方式學習英文口說，並透過英文學習知識。以我在外遊歷的經驗而言，其實口說要好無非是願意開口與他人對話，而這堂課非常輕鬆，沒有過多的作業，也沒有艱深的文法，只要願意開口說，老師都會悉心指導。所以我非常推薦怯

於開口並想精進英文口說的學生修這堂課。

王嘉誠 (陳志成教授實驗室)

英語口說課 level 2: 資工領域學術英文發表課程

口說的 level2 是紮實有用的課程，也是我當初想修口說這門課的原因。在這堂課，發音跟語速變得重要，讓我這自認英文還過得去的深深意識到自己的不足，從而找出問題並精進自己。這堂課教會我長短母音，跟輕重音的正確使用方式，讓我克服過去在聖荷西問路路人卻聽不懂的困難。此外，這堂課也會著重在學術發表，如果需要去國外參加研討會的學生可以認真考慮，輔以老師提供的英語諮詢時間，定能對 oral presentation 大有幫助。

陳鈺潔 (邱維辰教授實驗室)

參與課程：英語口說課 level 2: 資工領域學術英文發表課程

Selina 老師安排非常多的口說練習，讓我察覺到很多平常說英文沒有注意到的事，像是句子的停頓點、講話時的聲調變化，這些都影響自己的口頭報告品質。此外，老師提供報告論文時能參考的例句，還有正式研討會場合可以使用的用語，讓我獲益良多！老師既熱心又認真，願意額外花時間幫我們修改講稿，超級用心，大推！

鄭昕宜 (邱維辰教授實驗室)

參與課程：英語口說課 level 2: 資工領域學術英文發表課程

學生以往在學校較少有機會用英文練習學術發表，而這堂【資工領域學術英文發表課程】快速地幫學生建立英文學術發表時需要注意的事項以及常用的發表方式，包含重點強調、頓點的使用和如何口語解釋實驗的圖表等等。而口說發表十分需要實際練習來精進，這堂課給了學生很多開口練習的機會，也進行論文發表的模擬讓每一位學生練習用英文發表一篇論文，有效地讓學生累積英文學術發表的經驗，將來對於這類活動能有更好的發揮。

金則禹 (曾建超教授實驗室)

參與課程：英語口說課 level 2: 資工領域學術英文發表課程

今年是我第三年參加資工系開設的資工領域課程，基於自身的規劃這學期選擇修習學術英文發表。Selina 老師在這次課程中主要規劃了兩條路綫的學習，一方面是對口語報告發音朗讀的訓練，我學習到了單詞重音，句子重音和劃分 chunk 朗讀的技巧，另一方面老師也教授了學術英文發表時會常用到的用字遣詞，並且隨著課程的進行我也逐漸完成了一份學術英文發表的 ppt 和逐字稿。最後一周的分組報告很好的檢驗了我的學習成果，讓我瞭解了學術英文報告的特點和自己目前的不足。希望以後還有機會繼續參加這樣對我英文能力有切實提升的課程。

Enhancing General and Academic English Together at the College of Computer Science

The college of Computer Science was selected as one of the benchmark bilingual colleges by MOE. To enhance the English language ability of CS students and to promote them as international talents, the Department of Computer Science of National Yang Ming Chiao Tung University (NYCU) offers English enhancement courses to improve their general English and academic English abilities. Students can select the courses according to their learning needs for English. The following are students' reflections after joining these courses.

Academic writing course

Mavis Chen (EVA Lab)

Course: The Introduction to English Writing and English Logic 1

Willy's course focuses on the logic and concepts of academic writing. In this course, I learned to analyze the structure of academic papers. This helped me to not only grasp the main points more quickly when reading papers, I was able to write better conference papers after I learned knowledge about precise vocabulary and structure of papers. The course instructor made a great effort with the course content, also the class atmosphere was quite joyful because sometimes we had interesting interactions with each other. Overall, it was a pleasant class to attend to learn academic knowledge.

Jenny Cheng (EVA Lab)

Course: The Introduction to English Writing and English Logic 1

During the past years, thesis writing has been rarely taught in the English courses I attended. However, the ability to write a comprehensive and clear academic English writing plays a crucial role for a master's student. In Willy's course, he analyzed and summarized some common mistakes graduate students often make. In addition, he also introduced some useful vocabulary, sentence patterns, and grammar for academic writing purposes in the Computer Science domain, such as how we could use synonyms or how we explain the data in English. This course helped students to effectively express the main points when we write in English academic papers about our research findings.

Ze-Yu Jin (WIN lab)

Course: The Introduction to English Writing and English Logic 1

I learned a lot of concepts about thesis writing from Willy's course. For example, the thesis statement of a thesis is stated at the beginning of the paragraph. When writing a thesis, it is important to follow a certain structure, like a GSG structure mentioned in the class, and it is important to consider the main subjects we use in writing. In addition, the teacher also shared his experiences in academic writing, which helped me

to gain some insights. When explaining some of the more difficult concepts, the teacher explained them with real-life examples and interesting clips so that we were able to understand them better. Finally, I'd like to show appreciation to our department for providing these English enchantment courses to learn English in the Computer Science domain.

Hsin Ju Lin (ACM Lab)

Course: The Introduction to English Writing and English Logic 1 & 2

I didn't have any experiences in thesis writing before I took writing 1 and writing 2 courses. Therefore, I didn't feel that relevant when I took Willy's courses on how to write a comprehensive and structured academic writing. I accidentally found that these courses helped me better understand when reading academic papers. After taking the courses, I was able to distinguish the main points and supplementary information in the papers. Besides, I found that most of the top conference papers actually followed the structures taught in the class. When I started to write my own thesis from the 2nd year of master's study, I felt struggled. I took out the notes from these two courses and found that they were the lifesaver for writing a thesis in English. Although the content of the thesis statement still required brainstorming, I was able to arrange my contents according to the structures taught in the class. I would recommend that students should probably take these courses when they are already working on their own thesis. In this way, they know what the difficulties are and they may find the solutions in the courses.

Tzu-Hao Chiang (ACM Lab)

Course: The Introduction to English Writing and English Logic 1 & 2

After taking Willy's Academic Writing level 1 and level 2 courses, I have learned so much about the structure of academic writing, which helped me to plan the structure of my thesis. Besides, I was able to fix my problem with Chinese style English. When reading other people's writing, I can quickly grasp the main points that the authors want to express. Willy's class was very relaxing and interesting, and the content was very close to our graduate life and academic issues. I hope the pandemic will be over soon and I will not have to take classes remotely.

Chia-Wei Kuo (ACM Lab)

Course: The Introduction to English Writing and English Logic 1 & 2

The problem I often encounter in writing is that when I read other people's conference papers, I find them very structured and well written, but when I write them myself, it is like a dull description of events in my diary. In addition, it's difficult to distinguish the main points and details. However, in the courses, we learned to

organize our content based on the structure and logic introduced by course instructor, Willy. After taking the courses for 2 semesters, I gained more background knowledge about academic papers in the computer science domain. Finally, I was able to publish a top conference paper. I sincerely appreciate Willy and Selina's efforts and help.

General Speaking Course

Tony Lee(Grass Lab)

Course: English for Communication and Delivery

English has always been my less favorite subject at school. Although I always knew that this problem needed to be improved, learning English never brought the same sense of accomplishment as solving a math problem or understanding the principles behind a physics phenomenon. As a person who had always been not interested in English, I just maintained a minimum standard of English skills all the way to my master's study.

I was very fortunate to have the opportunity to take the English enhancement courses at our department recommended by our professor and lab members. At first, I was worried that my low level of English might be a problem for the teachers, but after I finished the course, I realized that I thought too much about it at first. The class was very relaxing and enjoyable. I had a great time with my lab members. More importantly, I didn't have to worry about making mistakes because the teachers were very patient in explaining English concepts to us. It felt like killing two birds with one stone. I was able to relax and learn English at the same time during the busy time of graduate study. I recommend this course to those of you who have the same experience as me or who are worried about not having the opportunity to practice English.

Patrick Wang (Prof. Jyh-Cheng Chen's lab)

Course: English for Communication and Delivery

Speaking level 1 course is a very relaxing and fun course to attend. We are able to learn English conversation in a very practical way with the learning materials prepared by our instructor, Selina. There are a lot of topics to talk about in the class, and we can also learn English through world knowledge in this course. From my travel experiences, the only way to speak well is to be willing to talk to others. Besides, there are not a lot of assignments or difficult grammar to deal with in this course. The teacher would guide you as long as you are willing to speak. I would recommend this class to students who are shy about speaking and want to improve their English speaking.

Academic speaking course

Patrick Wang (Prof. Jyh-Cheng Chen's lab)

Course: English Presentation for Academic Purposes

Speaking level 2 course is a solid and practical course, which is also the reason that I wanted to take the course in the first place. In this course, pronunciation and speech delivery pace became important. I became aware of my mistakes and tried to improve on those areas although I thought my English ability was alright before taking this course. I learned to

distinguish long and short vowel sounds of English, and the way to use stressed sounds in a sentence, which helped me to overcome the challenge when I asked direction to native speakers in San Jose when traveling in America. In addition, this course focuses on developing skills in academic presentation. If you need to present your research abroad, you can consider taking this course. You can also apply the one-on-one consultation provided by the instructor, I believe your oral presentation in English will definitely improve.

Mavis Chen (EVA Lab)

Course: English Presentation for Academic Purposes

Our course instructor, Selina, organized a lot of speaking exercises in the course, which made me become aware of many aspects of English that I never paid attention to before. This can affect the quality of a presentation such as how to pause between sentences and how to change the intonation when speaking in a presentation. In addition, the teacher provided examples of sentences that we could use when presenting in a conference and thesis, which was very useful to me. The teacher was very attentive and enthusiastic in the course, and she also spent extra time outside of class revising our speech scripts. I would highly recommend computer science students at our department to take this course.

Jenny Cheng (EVA Lab)

Course: English Presentation for Academic Purposes

Students often had little chance to use English to conduct presentations at school. This course introduces ways of presenting in English, including how to pause between sentences, how to stress on important points, and how to use figures to explain your research findings. This kind of presentation requires a lot of actual practice, and this course could provide a lot of opportunities for students to practice their oral presentation. For instance, a simulated conference presentation practice was conducted at the end of the course, which helped us to gain some experience that we can apply in the future.

Ze-Yu Jin (WIN lab)

Course: English Presentation for Academic Purposes

This is my third year participating in the English enhancement courses, and the course I decided to take in this semester is English Presentation for Academic Purposes. This course focuses on two aspects of presentation, one is pronunciation training such as stress sounds and chunks, another is introducing words and phrases that are commonly used in academic English presentations. As the course progressed, I also gradually completed an academic presentation with PowerPoint slides and scripts. The final presentation gave me a chance to assess my learning outcome of this course with the feedback provided by the instructor. I hope that I will have the opportunity to continue to attend such courses to improve my English skills.