

資訊學院碩、博士生 積極參與課外英文學習

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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 111 學年上學期學生參與課程的心得。

英文學術能力寫作課程

胡雨芳（吳凱強教授實驗室）

參與課程：資工領域學術文獻閱讀與學術寫作前導課程（閱讀 level 1）

閱讀資訊密度極高的論文時如果用之前過去閱讀一般英文文章的習慣來讀，可能閱讀時候會因為眾多不懂的專有名詞迷失文章內，看完除了頭昏腦脹外還發現自己似乎沒抓到重點。在學術文獻閱讀技巧這堂課中，Willy 老師詳細的解構學術論文常使用的句形，教導如何抓住句子的重點，以及分析論文主要會有哪些章節等等。Willy 老師在分析句子的文法這部份講的很仔細，這些分析的技巧在過去上過的英文課都沒有學過，這對於學術文章甚至撰寫論文都很重要。學會這些技巧後可以更快的抓到段落的重點，找到自己想要的從論文中得知的資訊，很推薦給閱讀論文有困難的同學們！

陳芷羚（吳凱強教授實驗室）

參與課程：資工領域學術文獻閱讀與學術寫作前導課程（閱讀 level 1）

Willy 老師的閱讀課讓我們學習如何有條理的閱讀學術文章，句型架構的說明也讓我們更容易的理解句子，每一堂課的內容都很豐富充實。老師很用心，會貼近我們的需要去規劃並調整課程，像是會把我們報告中不完整的部分記下來在下次上課時特別拉出來講解。整個上課體驗都很輕鬆活潑，又學得到很多東西，非常推薦大家來上課！

蕭宇辰（吳凱強教授實驗室）

參與課程：資工領域學術文獻閱讀與學術寫作前導課程（閱讀 level 1）

我從 Willy 老師的閱讀課中學習到了許多關於學術論文的閱讀技巧和策略。在這門課中，老師教導我們如何辨識論文的主題、架構、以及作者的論點，也提供了許多學術英文詞彙的應用方法。透過不斷閱讀論文並學習老師所教授的方法，我的閱讀速度和理解能力都得到了提升。我學會了如何更有效率地搜尋需要的信息，也更容易地理解文章的主旨和論點。

張雅筑（吳凱強教授實驗室）

參與課程：資工領域學術文獻閱讀與學術寫作前導課程（閱讀 level 1）

在過往學習英文的過程中比較少有針對學術英文的聽說讀寫課程，但這些能力對碩士生來說是非常重要的，碩一要看相當多的論文，但當時很常會有無法正確理解語意或是閱讀速度太慢的問題，在上完 Willy 老師的課程後，現在閱讀較

長的句子時，只要將句子拆開看，找出主詞、動詞，即可跳脫文法、生字、贅字的干擾，從關鍵字讀出文章重點，除此之外，也能搭配上上下文，正確理解單字在句子中的意思。老師上課的方式也很輕鬆愉快，中間會穿插有趣互動，讓上課不會那麼枯燥乏味，推薦大家可以根據自己的需求去參加課程，一定會獲益良多的。

顏家珩（吳凱強教授實驗室）

參與課程：資工領域學術文獻閱讀與學術寫作前導課程（閱讀 level 1）

這學期上的是學術文獻的閱讀課程，這已經是我上的第二堂 Willy 老師的課了。經過了濃縮課程的有效學習，讓我能更快的抓出文章的重點，並提高了學術文獻的閱讀速度。這些訓練對於學術寫作都是有幫助的，更加加深了文章架構與學術寫作該具備的觀念。十分感謝 Willy 老師與 Selina 老師的用心，課程的內容依然非常的充實，若有機會非常推薦其他同學參與這樣的課程。

英文口說能力表達課程

周漢璋（曹孝櫟教授實驗室）

參與課程：英語口說課 level 1：溝通與表達課程

當我們在學習英文口說表達時，最重要的就是要有信心和勇氣。有時候在開始說英文之前，我們可能會感到很害怕，也很緊張，但是只要有勇氣嘗試，就能夠漸漸增加自信心。學習英文口說表達是一個不斷學習和進步的過程，只要多練習，多實踐，你就能夠掌握這個技能，並在日常生活和工作中更加流暢地使用英文。剛好有此次機會，能夠參與英文口說 level1，老師以我們自選英文影片的方式教學，因為是自選的影片，所以更加地有興趣並能夠輕鬆並有動力的去自主學習本來覺得可怕的英文，並且提出些開放式問題，引導我們與其他同學進行英文溝通表達內心的想法，既能夠跟主題有關聯，又能夠鍛鍊英文的反射思考能力，不會成為只會回答問題的考試機器，非常感謝老師的教學，若來上這堂課絕對能夠精進許多。

張源峯（曹孝櫟教授實驗室）

參與課程：英語口說課 level 1：溝通與表達課程

以前在講英文時總是感到有壓力，加上詞彙量不是很夠，所以常常會描述不出自己想說的話，在課堂中，除了學習新單字外，也從許多不同的素材中學到世界上不同地方的口音、文化、

時事、知識等等。跟同學討論時也在不知不覺中漸漸能流暢問答課堂結束後，我不僅如願讓英文口語更加順暢，還帶走不少額外收穫。真的很感謝 Selina 老師開了這堂課。

黃彥慈（曹孝櫟教授實驗室）

參與課程：英語口說課 level 1：溝通與表達課程

無論是在高中或是大學時期，能夠開口說英文的機會非常稀少，更不用說有一個可以與別人進行完整對話的機會，也因此英文這門科目對我來說一直停留在紙上談兵，一直都是一門了解理論但實際不一定能夠使用出來的課目。而這門課透過了自主學習的方式，在自己有興趣的領域或是題目進行更多了解，一方面讓其他人更加理解這方面的知識的同時，也使得報告者可以有這個機會用整理過、思考過的方式，用英文敘述出所想要表達的訊息。而在報告完後也讓其他人對剛剛報告的內容進行詢問，便可以使報告者在了解問題的情況下，試著去臨場應變，表達出自己想要回應的回覆。課堂結束後，除了對於英文口說變得更加熟悉、更有勇氣用英文表達自己的想法外，也對於文法以及單字有了更多的認知，讓我獲益良多。

謝秉寰（曹孝櫟教授實驗室）

參與課程：英語口說課 level 1：溝通與表達課程

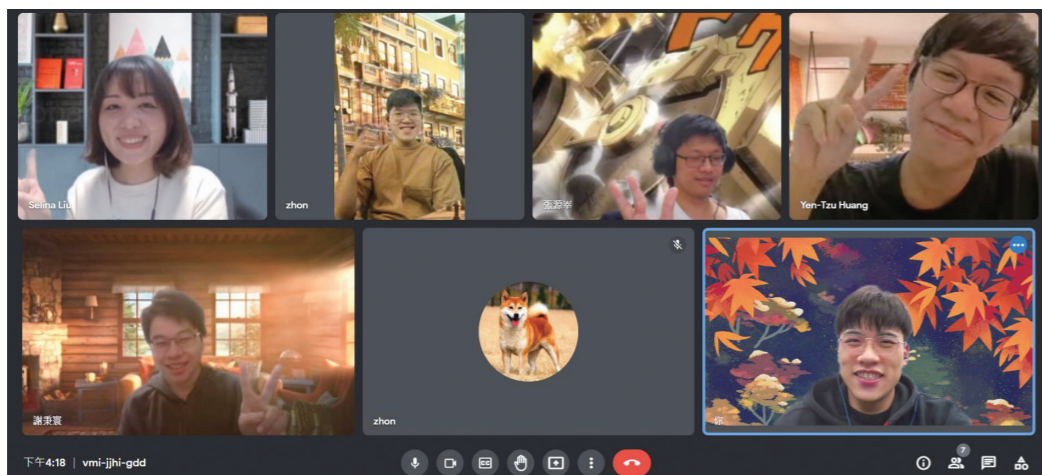
在中文生活環境下很少有機會碰到需要面對英文口語表達，所以口語表達的能力就慢慢隨著時間而消退，但很慶幸實驗室有機會可以這樣練習英文口說的能力。課堂中幾乎都是以全英文的形式，需要使用全新思考模式，而不是先想到中文再翻譯中文，如此反應時間才會夠快。一方面重新練習口說準確度，也可以培養英文的思維，感謝 Selina 老師與這堂課程，讓我獲益良多。

林大洋（曹孝櫟教授實驗室）

參與課程：英語口說課 level 1：溝通與表達課程

今年是第二年上英文口說課程，日常生活中雖然很常看英文相關的文件或是教

學，但口說的機會卻很少，也漸漸缺乏自信去跟他人互動，在課程中有很多可以跟同學互動的機會，從討論特定主題到報告中的問答以及日常的聊天，我覺得英語增能課程的口說課營造了一個很棒的英語環境，也謝謝系上提供學習的資源，以及老師設計的課程，讓我學會如何從有興趣的主題中學習，慢慢建立起流暢的口說架構。



Computer Science students Actively Participated in Extracurricular English Learning

Starting in the 110th academic year, our college was selected as a key bilingual college by the Ministry of Education's bilingual plan. To enhance the English proficiency of our students and promote them as international talents, the English Enhancement Course Program with small-group and customized courses was provided exclusively for graduate and doctoral students in the College. These courses aim to assist students in improving their general and academic English skills. Students can choose courses according to their learning needs. The following are some reflections from students who participated in the courses during the first semester of the 111th academic year.

Academic Reading and Writing Courses: Yu-Fang Hu (Dr. Kai-Chiang Wu's lab)

Course: The Pre-course of Academic Writing: The Introduction and Application of Academic Reading

When reading an academic paper with extremely high information density, if we only apply the reading strategy as reading for general English articles which we have been using from the past, it is likely that we may get lost in the numerous unfamiliar terms without getting the main points even after finishing reading the entire pages. Our instructor of this course introduced sentence patterns commonly used in academic papers, taught the skills of grasping the key points of sentences, and analyzed the main sections of the paper during this course. In addition, he also explained the grammar of the sentences in detail. These are very important concepts for academic reading and writing an academic thesis which I did not learn from any of the English courses I attended before. After attending this course to learn these skills, I can quickly grasp the key points of the paragraphs and find the information that I want to know from the paper. Highly recommended for students who have difficulty reading academic papers!

Student: Zhi-Ling Chen (Dr. Kai-Chiang Wu's lab)

Course: The Pre-course of Academic Writing: The Introduction and Application of Academic Reading

The academic reading course was very informative. The instructor taught us how to read academic articles systematically, and he made it easier for us to understand the content of academic papers by explaining sentence structures. He also adjusts the course according to our needs. During the class, he took note of incomplete parts in our presentations and explained them in detail in the next session. The class was relaxed and lively, and we learned a lot. I highly recommend everyone to take this course!

Student: Yu-Chen Xiao (Dr. Kai-Chiang Wu's lab)

Course: The Pre-course of Academic Writing: The Introduction and Application of Academic Reading

I learned many reading strategies for academic papers from the course. During the course, the instructor taught us how to identify the topic, structure, and author's argument of an academic paper, and provided many methods for using new academic English vocabulary. Through reading many papers using the methods taught by the instructor, my reading speed and comprehension ability have been improved. I also learned how to search for information more efficiently and understand the main idea and argument of an academic paper more easily.

Student: Ya-Zhu Chang (Dr. Kai-Chiang Wu's lab)

Course: The Pre-course of Academic Writing: The Introduction and Application of Academic Reading

In the past, there were few courses specifically aimed at improving academic English listening, speaking, reading, and writing skills, despite the fact that these abilities are essential for Master's students. As a first-year Master's student, I had to

read a considerable number of papers, but I often had trouble understanding the meaning of the text precisely and reading them too slowly. However, after taking Instructor Willy's course, I learned how to break down longer sentences into sections such as the subject and verb to skip grammar, unfamiliar words, and redundant words to identify the main points in the paper. The instructor's teaching style was lively and engaging, with interesting interactive activities interspersed throughout the class. I highly recommend that everyone attend the course according to their needs. The instructor's teaching style was very relaxing and the class atmosphere was very delightful to attend. There were a lot of interesting interactive activities during class. I learned a lot and I guarantee you will learn a lot, too. It is highly recommended for anyone who wants to improve their English abilities.

Student: Yan Jia-Heng (Dr. Kai-Chiang Wu's lab)

Course: The Pre-course of Academic Writing: The Introduction and Application of Academic Reading

Course: Academic Reading and Writing Integrated Course

This semester, I took The Introduction and Application of Academic Reading course, which was my second course with the course instructor, Willy. Through the intensive training throughout these weeks, I am now able to quickly identify the main points of an academic paper with faster reading speed. In addition, these skills are helpful for academic writing and have enhanced my understanding for academic writing. I am very grateful for instructor Willy's informative courses. I'd also like to thank Selina for helping us to arrange these courses. I highly recommend other students to participate in these courses if they have the opportunity.

English Speaking Courses:

Name: Han-Chang Chou (Dr. Shiao-Li Tsao's lab)

Course: English for communication and delivery

It is important to have confidence and courage when learning to speak and express oneself in English. Sometimes, before starting to speak English, we may feel scared and nervous, but if we have the courage to try, we can increase our confidence over time. Learning to speak and express oneself in English is a continuous process. With more practice, one can master this skill and use English more fluently in daily life and work. This semester, I had the opportunity to participate in the Speaking Level 1 course. During the course, the teacher asked us to select an English video that interested us as learning material. Being able to choose our own videos made learning English more interesting and motivating. In class, the teacher also asked open-ended questions to engage and guide us to express our thoughts in English. This approach allowed us to practice our English communication with immediate responses, making us more reflective instead of just being test-taking machines that can only answer robotic questions. I am very grateful to the teacher for this course, and I highly recommend it to anyone looking to improve their English speaking skills.

Name: Yuan-Shen Chang (Dr. Shiao-Li Tsao's lab)

Course: English for communication and delivery

I used to feel a lot of pressure when speaking in

English, and I often struggled to find the right words to express myself due to my limited vocabulary. However, in this course, I not only learned new words, but also gained knowledge about different accents, cultures, current events, and a variety of topics from various materials. Through engaging in discussions with my classmates, I gradually became more fluent in my speaking. After completing the course, not only did I achieve my goal of improving my English speaking skills, but I also gained a deeper understanding of language. I am truly grateful for Selina's teaching in this course.

Name: Yen-Tzu Huang (Dr. Shiao-Li Tsao's lab)

Course: English for communication and delivery

During our time in high school or university, we did not have a lot of opportunities to speak or have conversations in English. Therefore, for me, English has always been a subject that exists only on exam papers in which I understand the theory but may not necessarily be able to use it practically. However, this course allowed me to learn independently and gain more knowledge in my areas of interest or topics in English. During the course, we learned to express our thoughts in English in a more structured way. We also practiced presentations in class. After each class presentation, everyone can ask questions about the content, which allows me to learn how to respond to questions during this situation. Overall, I have become more familiar and confident in speaking English, and have gained much knowledge about grammar and vocabulary.

Name: Michael Hsieh (Dr. Shiao-Li Tsao's lab)

Course: English for communication and delivery

In a Chinese-speaking environment, there are few opportunities to face English-speaking situations, and therefore, we gradually forget about our ability to speak English. However, I was fortunate that our laboratory was able to join the course and practice English speaking skills. In class, we almost only communicated in English, which required a new way of thinking and we had to get used to it. In a real conversation, it takes too much time to translate Chinese into English. In this way, this helped improve response time and accuracy in actual speaking. On the one hand, it also improved my speaking accuracy, and on the other hand, it helped me develop English logical thinking. Thanks to instructor Selina and this course, I surely learned a lot.

Name: Kent Lin (Dr. Shiao-Li Tsao's lab)

Course: English for communication and delivery

This is my second time taking the English speaking course. Although I often encounter English-related documents or teaching materials in my daily life, I have few opportunities to speak English and gradually lack confidence in interacting with others. In this course, there were many opportunities for interaction with classmates, from discussing specific topics to Q&A in presentations and daily conversations. I think the speaking course provided by the English Enhancement Program at our department course has created a great English-speaking environment. I am grateful to our department for providing great English learning resources. Also, thanks to our instructor who designed this course for teaching us how to learn from interesting topics in English to build a fluent speaking content and structure.

