



## 資訊學院碩、博士生 積極培養課外英文能力

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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文能力，進而晉升為國際型人才，在雙語計畫執行的第一階段，每學期皆提供免費的英語增能課程給碩、博士生報名參加，希望學生在忙碌於專業課程中也能提升自身的國際競爭力。以下為 111 學年下學期學生參與英語增能課程之心得。

### 徐尉庭 (曾建超教授實驗室)

參加英語增能課程是我在學習語言中的一個重要轉折點。這個課程僅有短短六堂，雖說不是上完課就能馬上提高英語水平到能跟外國人溝通自如，但重要的是這堂課改變了我的思考方式和學習方法，也激起我對學習英文的興趣。

在過去的我學英文單純只是為了考試，一但考試不需要後，就停止了對英文的學習，所以遇到需要用英文溝通的場合，像是：出國旅遊、面試... 等，都會導致我自知英文不好而不敢用英文表達。而學習這堂課，Selina 老師十分鼓勵發言，也因為是小班制，讓人人都有機會可以充分的練習，而上課內容也是別有用心，從影片分享到英文遊戲都讓整個課程充滿愉快學習的氛圍。在課堂上，沒有英文好壞之分，只有看自己是否有勇氣多表達自己的想法。

參加英語增能課程是我生活中一個寶貴的經驗。這不僅讓我對英文學習方式改觀，還讓我成為一個更有自信的人。我相信這些在課程中學到的技能和價值觀將會在我的未來生活和事業中發揮重要作用。我期待著繼續不斷提升自己的英語能力，並推薦這個課程給更多有志學習英語的人。

### 林奕宏 (曾建超教授實驗室)

我平時主要接觸英文的聆聽和閱讀部分，但相對少實際口說。參加英語口語表達課程對我來說是一個寶貴的學習機會。每週的課堂提供了與實驗室同學互動的機會，讓我能夠進行口語對話的練習。此外，每週的作業要求我們提交錄音檔，鼓勵我在課後培養口語表達的練習習慣。課程中的課堂報告也給了我準備英文演講的機會，同時也能觀摩其他同學的英文報告。總之，這門課讓我在碩士生活中有了學習英文的機會，以應對未來更具挑戰性的場合。

### 林思齊 (曾建超教授實驗室)

我在進入研究所以前所獲得的英語教育多半以閱讀及聽力為主，在口說方面時常只能試著去複誦文本中的內容做為練習，而這門英語口說課程給了我很多機會能夠開口跟同學們以及 Selina

老師進行英文對話，也因此發現許多自己在跟他人溝通時容易卡頓的地方。在數週的課程中，老師讓同學們選擇了各自覺得有趣的主題跟其他同學報告，並讓大家討論相關內容，老師也整理一些能夠增進口說流暢度跟詞彙量的方法給大家。課程結束之後，我覺得我的口說能力相對大學時期進步許多，也獲得了一些有趣的知識，很開心能夠參加系上的英語口說課程。

### 李霖 (曾建超教授實驗室)

我是一位非英文母語而且沒有身處在任何英語環境過的學生。儘管大多時候都能流暢的閱讀報章雜誌或論文，但遇到要表達一個簡單的需求時，時常碰到因為生疏而啞口的情況。非常感謝 Selina 老師安排的英語環境與上課題材，可以很大程度增加我們英文口說的信心。同時也給予很多自學口語的方法與管道。在課程學習的過程中會對老師的課程編排感到驚艷，她把很多口說要注意的眉角放在課程內容與作業裡。並在一段時間後利用回顧來加深印象。很推薦對於口說還會有心理壓力或是口說時常碰到字詞選擇障礙的同學來參加。

### 張世澤 (資訊工程學系資訊中心助教)

我非常推薦學弟妹們參加學術英文寫作課程。學術英文寫作最重要的是從中文寫作邏輯轉變到英文寫作邏輯，Willy 老師詳細分析了兩者的差異。不僅如此，老師上課的架構非常清晰，對於每一項課程主題，老師提供大量的文章作為範例協助我理解。實際練習寫作後，我也能從老師的反饋中修正我在寫作上的問題。在這門課程中我學到如何組織文句來幫助讀者理解，我不僅要使用恰當的連接詞與句型，還需要通盤思考自己想表達的內容。我認為這門課不只適用於有投稿需求的同學，它適用於每一位想提升自己的寫作與表達能力同學。

### 林熙哲 (資訊工程學系資訊中心助教)

隨著碩二的到來，出現越來越多用英文寫作的的需求，從論文、口試簡報甚至履歷，在使用英文寫作時我常常覺得自己寫出來的句子和我平常閱讀到的英文文章有些不同，卻又說不清道不明，雖然現在有 Grammarly 這麼方便的工具可以幫你檢查文法和拼字，但卻很難告訴你要如何去改變句構來更符合英文寫作的邏輯。感謝 Willy 老師的英文學術寫作課程，讓我們可以瞭解到中文與英文在寫作的差異；並且這堂課用有架構的方式指導我們要如何用英文邏輯來寫作，大量的練習也讓我們成功的從「知道」的階段進到「學到」，真的很感謝學校和 Willy 老師開設這堂課。

## Students Actively Participate in Extracurricular English Courses

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 cultivate international talents, the first phase of the bilingual program includes free English enhancement courses available for master's and doctoral students to register every semester. We hope that students can improve their international competitiveness even while managing their mandatory coursework. Below, you'll find some reflections from students who participated in the English enhancement courses during the second semester of the 111th academic year.

### Allan Hsu(Dr. Chien-Chao Tseng's lab)

Attending this English-speaking course was a significant turning point in my language-learning journey. During these six sessions, it may not have immediately elevated my English proficiency to fluent communication with native speakers, but what truly mattered was how it transformed my mindset and learning approach, igniting my interest in learning English.

In the past, I mainly focused on studying English for exams. Once exams were no longer a requirement, I would cease my English studies. Consequently, I found myself lacking confidence when it came to situations requiring English communication, such as traveling abroad or job interviews. However, this course, led by our course instructor, Selina, created an encouraging environment for active participation. The small class size ensured that everyone had ample opportunities to practice, and the course content was thoughtfully designed, incorporating activities like sharing videos and playing English games. In this classroom, there was no judgment based on English proficiency; instead, it encouraged us to express our thoughts. Participating in the English Speaking Course has been a valuable experience in my life. It not only transformed the way I approach English learning but also boosted my self-confidence. I believe that the skills and values I acquired in this course will play a significant role in my future endeavors, both personally and professionally. I look forward to continually improving my English proficiency and wholeheartedly recommend this course to anyone aspiring to learn English.

### Justine Lin(Dr. Chien-Chao Tseng's lab)

I usually spend more time listening to and reading in English compared to speaking. Participating in an English oral speaking course has been a valuable learning opportunity for me. The weekly classes provide a chance to interact with students in our lab and practice oral communication. Furthermore, the weekly assignments require us to submit audio recordings to develop a habit of practicing spoken English outside of class. The course's classroom presentations also provide me with the opportunity to prepare English speeches and observe presentations by other students. In summary, this course has provided me with the opportunity to learn English during my master's program and prepare for challenging situations in the future.

### Michael Lin (Dr. Chien-Chao Tseng's lab)

Before entering graduate school, the majority of my English education focused on reading and listening, with little attention paid to speaking. This English-speaking course provided numerous opportunities for me to practice with my lab members and Ms. Selina, our teacher. Throughout the course, I identified areas in which I struggled in

communication.

Over several weeks, we were asked to choose topics of interest and present them to other students, followed by discussions. The teacher also provided methods to improve fluency and vocabulary. Upon completing the course, I felt that my speaking ability had significantly improved compared to my undergraduate years. I am delighted to have participated in this English-speaking course within our department.

### Darwin Lee (Dr. Chien-Chao Tseng's lab)

I am a non-native English speaker and have not been in an English-speaking environment. Although I can usually read newspapers, magazines, and academic papers fluently, I often encounter difficulties in expressing simple needs due to my unfamiliarity with spoken English. I am very grateful for the English environment and course materials provided by Selina. These resources have significantly increased our confidence in speaking English and have also offered many self-study methods and resources for improving spoken English. During the course, I was impressed by the teacher's curriculum planning. She incorporated numerous speaking tips into the course content and assignments. I highly recommend this course to students who feel stressed about speaking or struggle with word choices when speaking.

### Shih-Tse-Chang (IT Center, Department of Computer Science)

I highly recommend students to participate in the Academic English Writing course. The most important aspect of academic English writing is the transition from Chinese writing logic to English writing logic. Willy, the teacher, provided detailed analyses of the differences between the two. Moreover, the structure of the teacher's classes is very clear, and for each topic, he provides examples to help us understand. After practicing writing, I was able to correct my writing issues based on the teacher's feedback. In this course, I learned how to organize sentences to help readers understand. I not only needed to use appropriate connectors and sentence structures but also needed to think comprehensively about what I wanted to express. I believe this course is not only suitable for students who need to submit papers but also for every student who wants to improve their writing and communication skills.

### Hsi-Che Lin(IT Center, Department of Computer Science)

Starting in the second year of the master's program, there has been an increasing demand for writing in English, whether it be for research papers, oral presentations, or even resumes. When writing in English, I often notice that the sentences I produce differ somewhat from what I typically read in English articles. It can be challenging to express these differences. While tools like Grammarly are now available to check grammar and spelling, they don't provide guidance on how to adjust sentence structures to better align with the logic of English writing. I'm grateful for Willy's academic English writing course, which has helped us understand the distinctions between writing in Chinese and English. This course offers structured guidance on how to write with English logic, and the extensive practice has allowed us to transition from 'knowing' to 'learning.' I genuinely appreciate both the school and Instructor Willy for providing this course.

