文藻外語大學獎補助教學創新課程成果報告
Project Report of Teaching Innovation Course

提交日期 Date： 112 年 8 月 9 日(2023/08/09)

1、 基本資料
I. Basic Information

申請教師 Name	陳虹育	職稱 Title	講師
課程名稱 **Course Title** (中、英文) (In English and Chinese)	中文 Chinese：共英 A1b 英文 English：A1b		
實際修課人數 **Actual Number of Students**	46		
棄修人數 **Number of Withdrawal Students**	___1___人，棄修比例：____2___% _____1___ students, and the ratio of withdrawal is ____2_____%		
教學意見調查分數 **Score of Teaching Quality Survey**	4.62		

實際開放觀課週次 **Actual Weeks of Class Observation**	5/12/2023
觀課狀況 **Class Observation Status**	Former director of Center for English Language Teaching, Antonia Lin, attended students' food experience presentation on the observation day. She was surprised that students at A1b can deliver great presentations about their terrible food experiences. She enjoyed every student's presentation and believed they all performed well. She provided two suggestions: 1. Students can use microphones and pre-record their presentations on the computer. 2. Students can also provide feedback to other students.
已申請政府部門補助計畫名稱及時程 **The Name and Schedule of the Government Subsidy Project Applied**	114 年教育部教學實踐研究計畫
學生成績差異 **Differences in Student Achievement**	NA

師生互動差異 **Differences in Teacher-Student Interaction**	NA
學生競賽獲獎 **Student Contest Rewards**	NA
其他執行成效 **Other Implementation Results**	NA

簽核欄 Sign-off Field			
申請教師 **Teacher's Name**	開課單位主任/所長 **Director**	開課單位院長 **Dean of the college**	教務處綜合業務組承辦人 **Case officer at Special Programs Section, Office of Academic Affairs**
對應推動項目檢核單位 **Inspection Unit of Corresponding Project Promotion** （由教務處分辦） **(Handled Respectively in the Office of Academic Affairs)**	教務處綜合業務組組長 **Leader of Special Programs Section, Office of Academic Affairs**	教務長 **Dean of Academic Affairs**	

2、 成果報告內容

    II.   Project Report Contents

1、 成果與討論 Results and Discussion

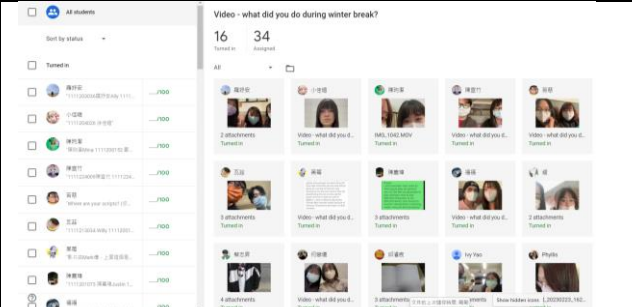（1） 學生參與狀況說明 **(**提供質量化說明及佐證，如照片**)**

Description of student participation (provide qualitative and quantitative description and supporting evidence, such as photos)

What did they do during the winter break?

At the beginning of the second semester of 111, students were required to submit their individual or paired videos and scripts about their activities during the winter break. The purpose of this activity was to assess students' vocabulary and grammar for the coming semester. For example, since the question asked about their winter break, they needed to answer in past tense and also use some descriptive phrases from last semester to demonstrate whether they understood past tense (past tense was taught in the second semester of 111) and what they remembered from the first semester. Instead of using traditional individual written or multiple-choice assessments, slow-paced students can support each other in the scriptwriting and speaking process. Advanced students could choose to show what they had acquired prior to the second semester and provide more details about how the instructor should diversify the instructions and activities for those students. The instructions for this activity are listed below:

instructions 1. At least 5 sentences (80 words to 100 words) 2. Past tense (if you remembered this from high school) 3. 10 minutes to do this => script	Students were required to write about 100 words for their written test. The purpose of requesting them to utilize the past tense was to evaluate how many students could use the tense properly. Providing a time clock and an estimated 10-minute working time always gives students a sense of urgency that they need to complete this task within the time frame.
Instruction 1. Find a quiet place 2. Speak loudly or wear your headphones 3. You need to be back the classroom at 4:20 pm **Before 4:25 pm** (One person from your group) 1. Upload the video to "video: what did you do during the winter break?" before 4:25 pm 2. Upload both of your scripts 3. Type your student IDs and English names	Students were trained to familiarize themselves with video recording. Offering a specific time to be back in class allowed students to evaluate how much time they had and decide how many times they could rehearse the script and shoot the video. The specific instruction is given for them to upload the video and script images into Google Classroom.

The results are listed below:

	On the first day of class, only 32 out of 39 students submitted their work in class. The absence rate of students in this class was high. On average, only about 33 to 35 students showed up regularly throughout the semester. Some students clearly used ChatGPT or a sample from the website to complete this task. As a result, the instructor addressed this issue in the next class.

Please scan the QR code to see students' examples along with the comments on the right-hand side:

Advanced students (video and scripts)
Kathy and Mina were overall ranked higher on their English ability among peers at the beginning of the first semester. In addition, they were also hard-working students whose original English level was only mediocre in the first semester. The scripts were genuine, and they both could memorize the script in a short time.

Intermediate students (video)
Joyce was strong in test-taking. However, her speaking improved in the second semester. Sally also tried hard in class and never missed any class. Her English also improved in the second semester. Some grammatical mistakes were made in their speaking, but they still managed to describe their winter breaks.

Lower-level students with ChatGPT or website samples
Bella and Shiny attended the class regularly. However, their English level wasn't great although they improved somewhat in the second semester. With their English abilities, their scripts were too perfect without grammar mistakes under 10 minutes. In addition, they were looking at the scripts in front of the camera.

Comprehension quiz survey

This survey was used to refresh students' memory of A1b classroom rules. The instructor emphasized the absence policy and provided details on how to pass this course. For example, 30% of the total grade depended on their CSEPT scores. Thirty-nine students appeared in this class. Since some students didn't appear in later classes and signed the consent forms, the instructor hid the students' names and IDs column. Please scan the QR code on the left to see the Excel sheet on the right.

Quizizz results

The purpose of using Quizizz, an online interactive educational tool, was to engage students in participating in the class content. The instructor could see individual students' answers. Meanwhile, students could see where they were in terms of class content by comparing themselves to other classmates. Moreover, students could also assess how much they understood the materials. In addition, the instructor could see which content needed to be taught or practiced, helping students improve further. Please scan the QR code on the left to see the Excel sheet on the right.

Opinion video and writing on whether students should work during their free time

After learning chapter 10 from Password about students' part-time jobs, students were required to spend some class time in between two classes to finish their opinion writing. However, they needed to learn how to record their videos through Clipchamp or Vmaker, online video editing software at home. Using Clipchamp is since this software has a free "speaking coach" function to detect students' tone, speed, and filler words for free. Vmaker is a simple recording tool without complicated steps. Students were encouraged to use this software to both practice their speaking and learn how to use technological tools to record. The purpose of this activity is to provide more challenging tasks for advanced and intermediate students in class. The instructor varied in two methods. More advanced students could utilize what they know to write their opinions while the lower-level students could learn to paraphrase and use phrases and sentences from the textbook reading.

| This is a writing structure for students to follow finishing chapter 10. Before reaching this, students had already practiced a simpler version of this writing structure.	This video is one of the examples that the instructor created for students to watch and follow to learn how to record the video at home. Please scan the QR code.
Fact and Opinion Writing In my opinion, __(answer the question)__(Should teenagers work when they have free time?) because of the following two reasons. First, ... For example, ...(use a fact you found in class)... The second reason is ...... For example, ...(use an opinion)... Therefore, I believe __(answer the question)__(Should teenagers work when they have free time?) 	

Students' examples:

Shelly's English ability is great. If she likes certain assignments, she usually does them very well. She wrote all the scripts by herself. Please scan the QR code to see her script and recording. 	Amber's English overall ability is considered at the lower end of the class even though she has a good pronunciation. She tried hard to rewrite the script three times before recording her video. Please scan the AR code to see her script and recording.

Thinglink as an extra-point assignment

This Thinglink project was part of an extra-point assignment that required students to write a fun and interesting experience, record it as audio, and upload it onto the interactive Thinglink. Students' writings reflected what they had learned from vocabulary, grammar, and conversation strategies from *Touchstone* Units 10 and 11 after the test. It was a method for students to practice using descriptive adjectives and phrases to express their feelings and actions. Since they had already experienced using this software before, the instructor provided the recording video for them to review and asked them to submit as an extra assignment.

This video is an instructional video to remind students how to use Thinglink. Please scan the QR code.	Here are the students' examples. Please scan the QR code.
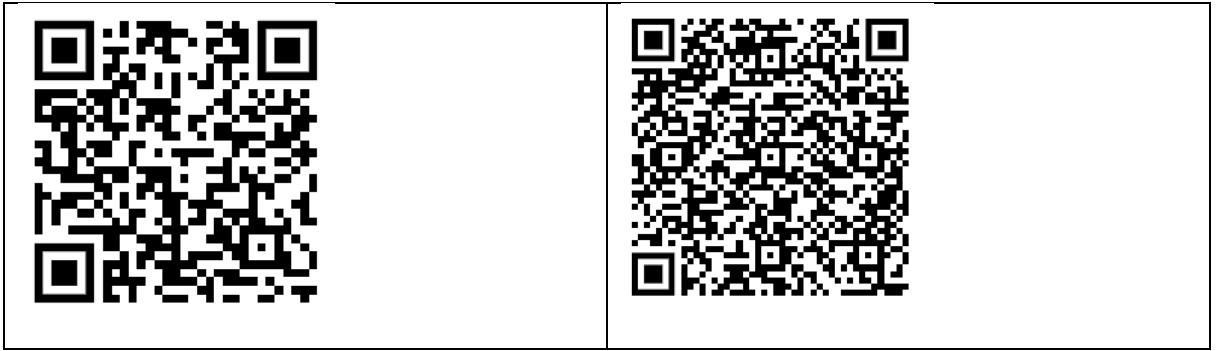
Food experience presentation

After learning *Touchstone* Unit 10 and Unit 11, students were required to utilize sentence structures, vocabulary/phrases, and writing structures from those two units. The whole presentation process took about 2 hours. First, after the unit test, the instructor chunked this presentation preparation into two separate parts: script writing/finding images and slide submission. The script writing part also complimented the course writing and helped students prepare for their writing parts in the final exam. Then, the instructor offered an example of a presentation slide for students to follow. However, students could be creative on their slides. Finally, on the observation day, 25 students presented their food experiences. During the process, 34 students were present. The missing students decided to spend their Mother's Day away and didn't present their slides, including those who usually didn't show up in class.

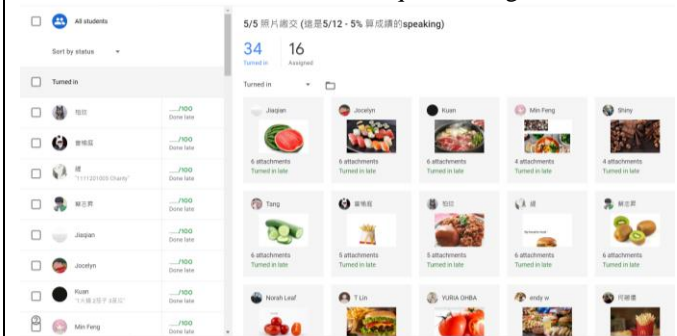| The instructor created a structured script writing process with sufficient descriptions. The red part was to help intermediate and lower-level students to write. The black part was to provide sufficient guidance for more advanced students.	The instructor also created an example of a presentation slide that showed students how to design each slide with fewer than 20 words.

The presentation preparation process – script and image submission

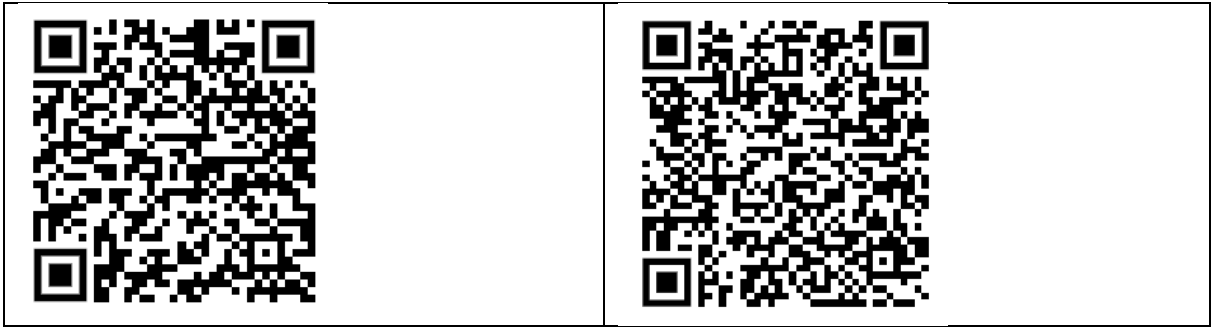| This image demonstrated 1.5 hours of process where students had to submit and resubmit their required images.	34 students' hand-written scripts and images:

On presentation day

25 students' in-class presentation recording:	Students' submission of their scripts and presentation slides:

Final survey results

Besides the school and innovative course surveys, the instructor also designed a survey to see whether the usage of technology, innovative teaching methods, and varieties of assignments support and motivate students' learning. As the survey indicates, questions 7, 12, 13, and 14 indicated that students like the technological incorporation to facilitate their learning and also showcase their learning results. Even though question 12's Thinglink and Canva projects received more "neutral" positions, the instructor would like to point out that both assignments were extra-bonus assignments that didn't require students to fully participate in. The ones who truly applied and learned how to use Thinglink/Canva usually chose "strongly agree" and "agree" positions. In addition, in the comment section, students overwhelmingly liked the idea of using Quizizz and Quizlet to review what they have already learned. For questions 4, 5, 6, 9, and 10, students like instructors using English more but supplementing with images, videos, and other technological tools such as Google Earth to help them understand vocabulary and content better. For questions 15 and 16, students agreed that detailed guidance and good modeling for them to begin writing and speaking can support their English learning without much Chinese. When they start writing or speaking on their own, they feel more confident and willing to learn English. In the comment section, students expressed that they like how the instructor usually gave bonus points to help lower-level students improve their grades. In addition, they like food experience presentations and hope they can do more presentations in the future.

However, two students hope I could use more Chinese and slow down the speed because their attendance and attention for this course were not great. Therefore, these definitely affected their learning. The first two questions were the indicators for the instructors to measure and consider students' opinions at the end. Some students expressed that they didn't want to have tests. However, A1b is still an English language course that requires regular assessments to see students' improvement or help the instructor adjust the content.

This is the survey that the instructor designed. Please scan the QR code.	The result of the survey is shown below. Please scan the QR code.

（2） 學生學習成效評量與探討（含成效評量實施狀況）

Student Learning Effectiveness Assessment and Discussion (Including the implementation condition of effectiveness assessment)

The conventional method of English learning usually requires many worksheet practices and focuses on teacher-centered methods. In addition, the test scores from unit assessments, individual/pair speaking, and essay writing are usually the center of focus. However, in this digital world, students have become more and more used to interactive technological tools to facilitate their learning since they were young. They type more than they write these days. Their lives are filled with touchscreen English learning platforms that can differentiate their levels. Here are the discussions and assessments for student learning effectiveness.

Involvement with Technology

First, students can learn how to use easy steps to upload their assignments and results of in-class activities onto Google Classroom where they can consistently track down what they have done in class for each small activity that can be used for their final graded assignments or helped their final speaking/writing tests. Nowadays, students usually store their work better electronically. In addition, if they can have more practical practice for small writing and speaking, they will perform better in the actual tests. Second, they used both voice and video recordings for them to have a sense of accomplishment for their in-class recordings. In addition, they could practice the vocabulary, phrases, conversation strategies, and grammar in a more real-life environment. Furthermore, Clipchamp, an AI-embedded video editing software, has a speaking coach function that can correct students' pronunciation, speed, tone, and uses of filler words. When students record their videos, they can turn on this function to practice their speaking. With 46 students inside a class, it's very difficult for the instructor to provide feedback for everyone's speaking or even offer speaking practices that often. Clipchamp provides that outlet for students to practice their speaking. Moreover, Canva can allow students to record their videos but also support their presentation slide designs. As an extra-credit assignment, Thinglink, an interactive software, can allow students to have control over what content they learned and how they want to show the instructor for bonus points.

Chunking

Chunking is a pedagogical strategy that involves breaking down a complex task into smaller and manageable subtasks. The instructor designs these subtasks based on the learning objectives, the class materials, and the curriculum. The subtasks are aligned with the final product that students need to accomplish and are graded accordingly. For instance, for a food experience presentation, the instructor first taught the relevant vocabulary, phrases, and grammar from *Touchstone* Unit 12 and administered quizzes to reinforce them. Then, the instructor provided students with guided questions to help them brainstorm and organize their ideas. Students used their answers to write a script following a sample structure or by connecting their responses. Next, the instructor asked students to find and save images related to their food experience on their phones. Students then uploaded their scripts and images to Google Classroom. Using a food experience presentation slide example, students learned how to use Canva, PPT, or Google Slide to create their presentations. Students memorized their scripts and used their uploaded slides to deliver their individual food experiences. Chunking requires the instructor to identify the final product that they want students to produce and to scaffold the learning process into small steps.

Instructional Differentiation

This course is designed for students at the A1b level, but their English proficiency is not

uniform across the four language skills. Some students are more advanced and can complete the in-class activities faster and more accurately. Some students are behind and struggle to write a paragraph. Most students fall into the A1b range. Therefore, the instructor adapts the worksheets for reading content according to the students' levels. The worksheets include short-answer questions for lower and intermediate-level students and critical-thinking questions for advanced students. The instructor challenges the advanced students to answer the critical thinking questions and to justify their opinions. For writing practice, the instructor also differentiates the tasks based on the students' levels. One task is a fill-in-the-blanks structure, which is suitable for lower and intermediate-level students who can use the vocabulary, phrases, and grammatical sentences from the textbook. The instructor sometimes refers to some readings from the textbook as models for this task. The other task is a guided writing structure, which is appropriate for advanced students who need more autonomy and creativity. The instructor provides them with some language tips and some areas of the textbook that they have to use as sources. Moreover, for lower and advanced-level students, the instructor encourages them to use LDCC's self-learning software to either advance their learning or practice more to improve their English. With differentiated instruction, the instructor can use the same teaching materials and textbook content to cater to students with different English abilities within the same class.

Willingness to Adjust the Teaching Method

In the second semester, students became more familiar with the school environment and the instructor's teaching method. However, they also became over-reliant on technological tools and neglected the importance of memorizing essential vocabulary, phrases, and grammatical structures. The instructor observed the students' attitude change and their poor performance on the midterm exams on vocabulary, listening, and writing. Therefore, the instructor decided to replace Quizlet's vocabulary and phrases for each lesson with paper-based worksheets that included words and listening practices. Moreover, after the practice, the instructor also emphasized more on applying what they learned to their writing. After noticing the students' learning improvement, the instructor reintroduced the use of technology.

Learning Fatigue and Emotional Support from the Instructor

As the semester advanced, students experienced fatigue and absenteeism more frequently. To address this issue, the instructor administered small quizzes at the beginning of each class to help students review the previous content after the midterm exam. The students could earn bonus points for their grades by scoring well on these quizzes. These quizzes served as a review tool for students and as a catch-up mechanism for those who missed classes. Furthermore, the instructor often offered extra assignments or outside classroom activities, such as volunteering for the school's English competitions, for students to earn additional points. The aim was to encourage students to apply what they learned in class and to observe how others used their language skills to compete. Students who did not have great English skills but worked very hard usually liked to participate in most of the extra assignments and outside classroom activities. Surprisingly, they started to communicate with the instructor more and to join the class more actively.

A1b important score results

A1b students need to have at least 120 in CSEPT to move forward to another level. If they don't have 120 in CSEPT, they will need to have another remedy course – A1b-1. Week 16

CSEPT mock test in the first semester indicated that only about 20 students can move forward successfully to another level. However, in the real CSEPT test in May 2023, there were 23 students who could move onto another level without retaking the remedy course. Unfortunately, there were 6 students who had only 1 to 6 points away from 120 passing scores. The CSEPT mock test is much easier than the real CSEPT test. As a result, there was a huge gap between the two scores for some students.

There were no definite reasons for why students didn't pass the 120 CSEPT scores. Some advanced students began to become busy with their part-time jobs in the second semester, so they were not consistently attending classes. That might be the result for why their CSEPT mock scores were higher than the real CSEPT scores. Some advanced students didn't even pass this course and failed the real CSEPT test, too. However, the students who consistently attended the classes with intermediate or even lower levels in A1b class usually passed 120 in the real CSEPT scores. For example, Irene was at the intermediate level. However, she worked hard and never missed any class. She improved a lot throughout the semester. The lower-level students showed the improvement from their mock test to the real test. However, some didn't really show much improvement, and others went backward. The ones whose scores became worse in the real test were usually the students who didn't regularly attend the classes. The students whose scores didn't improve much often attended the classes; however, they didn't spend time working hard outside the classroom to make up for their lack of skills compared to other students.

By comparing two scores, the instructor couldn't provide a definite answer to why students' scores decreased, why students' scores dramatically increased, or why students' scores showed barely any improvement. The instructor could provide only two possible conclusions. First, the content of the mock test might not be the same as the real test. In addition, students' mentality might affect their test-taking ability. They might become nervous about the real test. Second, students who had already been at the bottom of this class might not have much significant improvement on mock and real tests because they needed time to build their language skills. Besides, even with those lower-level students who worked hard in class, passing the proficiency test like CSEPT is different from the utilization of English skills in more real-life situations and success in school exams. If the requirement is for students to utilize the English class content for real-life applications, such as business English, then the amount of test taking practices will decrease, in exchange of segment practices and preparation for the real-life application part. If the requirement is for students to pass the proficiency test, then students' English level should be assessed first, and designed classes to focus on test-taking as the final goal. As a result, the mock and real tests couldn't judge whether students' motivation had been improved or whether their English skills could be utilized in real-life situations.

Furthermore, adding the comparison between midterm and final exams can demonstrate that most students showed improvement in their English learning at the end of the semester. The midterm exam scores were low for two reasons. First, the midterm test questions were more challenging than usual, especially in listening and reading. Second, students did not work hard enough to prepare for the midterm exams overall. However, in the final exam, many students scored above 80 or in the 70s. Quizizz reviews helped students to catch up on what they were missing while switching back to teaching vocabulary-in-context on the paper-based worksheet enabled students to perform better on vocabulary, grammar, and writing tests. Fill-in-the-blank listening tests helped students to pay attention to the content and improve their

note-taking skills. Short-answer questions for reading forced students to read and write better, instead of finding similar keywords from the reading for answer choices. As a result, the improvement in midterm and final exams could show the improvement in students' drive to learn English. Most students improved their scores significantly. In addition, a series of speaking and writing demonstrated students' utilization of a more closed-to real-life application.

名字	Week 16 CSEPT 大專英檢模擬考	CSEPT 五月大專英檢成績	Midterm Exam 期中考	Final Exam 期末考
Sunny	201	159	71	83
Tiffany	114	沒有成績	46	76
Yuria	69	107	46	56
Shiny	106	104	53	68
Amy(曠課過多)	92	107	46	0
Justin Chang	126	142	56	78
Jane	126	140	55	74
Mina Chen	162	137	54	17
Chanty	86	沒有成績	74	75
Vera	126	145	0	72
Justin Chen	0	153	78	85
Iryna (休學)	104	114	27	0
Betty	146	130	47	76
Ally	100	131	63	68
Mina C.	125	119	60	68
Mikan (曠課過多)	128	173	54	0
Cara	107	151	63	72
Jocelyn	107	136	47	72
Ivan	99	87	33	47
Hank	124	116	43	71
Joyce	207	159	71	79
Sally	114	107	50	77
Bella	95	99	43	73
Don	149	136	60	73
Mark	94	125	52	75
Phyllis	150	129	48	78
Ivy	158	168	70	77
Gavin	112	154	54	78
Cathy	120	141	70	84
Shelly	138	119	60	85
Cindy Z.	94	92	43	63
Mia	159	147	60	75

Sam	109	136	62	80
Guan	114	162	64	71
Irene	82	138	69	82
Wendy	95	103	44	52
Sherlock (曠課過多)	144	118	45	0
Norah	97	94	41	15
Zoe	122	102	50	68
Willy	90	98	22	20
Rona	122	62	47	53
Amber	114	108	50	65
Cindy L.	141	115	54	68
Ken	72	82	37	65
Pan (棄修)	0	140	0	0
Jim (曠課過多)	89	沒有成績	0	0
期末和期中考全班平均			52	62
通過升級 120 分門檻	20 people	23 people		

On the left, it is the list for overall four scores throughout 111-2 semester. The first score is from the CSEPT mock test that counted toward 30% of the first-semester total grade. The second score is from the CSEPT real test in May. This test determined whether students could move on to the next English-level class. The midterm exam and final exam consisted of 20% each of the total grade.

（3） 學生進步狀況說明或具體教材產出

Statement of student progress or specific teaching material output

To help students improve their English skills, pass the exams, and create their food experience presentations, the instructor used a variety of teaching materials. First, for vocabulary and phrases, the instructor created Quizlet for students to practice before the midterm exam. After that, the instructor switched to the paper-based worksheet for students to get used to writing the words, not just looking at the vocabulary and phrases on electronic devices. Furthermore, when the instructor taught vocabulary or phrases, students were encouraged to write them in sentence format with the correct tense. In addition, all the written instructions were in English. Here are some examples of vocabulary and phrase teaching materials:

Please scan the QR code to see one of the sets	The antonym for each vocabulary is given. In addition, the example sentences are given to allow students to learn how to use each word and phrase in the future.

easy	=simple opposite(相反)= difficult It was an easy task.	★ ◁)
hard	= difficult opposite(相反) = easy The test in class was hard.	★ ◁)
strict	= serious opposite(相反) = relaxed This teacher is very strict, so students need to follow her rules.	★ ◁)
serious	= very firm and always want things to go a certain way opposite(相反) = friendly She is a serious person, so you shouldn't joke around her.	★ ◁)
awful	= terrible; very bad opposite(相反) = fun I had an awful experience last year.	★ ◁)

Touchstone Unit 12 D vocabulary

Atmosphere	Music, lighting, and decoration inside a restaurant or shop. The restaurant atmosphere is terrible, so I don't like to go there.	robot = human like machine that helps people do things	This restaurant uses robots to serve the customers.
unusual food		touchscreen	Our cell phones have a touchscreen to use all the apps.
blanket		computer	
meter = 100 cm feet =		barbecue V N	I barbecue so much meat yesterday. I had a barbecue yesterday.
hire	I hire a server to help me carry the food.	entertainer entertainment	The actresses and actors are entertainers. TV shows and films are entertain...
lively = adjective	I like a lively performance in the drama class.	recommend = suggest = advice	I recommend you going to this restaurant. I recommend this restaurant...
guide	I guide to the right place to eat. The restaurant guide is excellent, so we should follow.	tasteless tasty	The fruit is very tasty because it's sweet.
cafe cafeteria	I eat in the dorm's cafeteria.	height	The height of this mountain is very scary, so people don't like to climb.

This is a student's sample of notetaking. Seeing their terrible midterm exam results, the instructor decided to switch to the paper-based vocabulary and phrases worksheets. The part of speech was given for Unit 12D vocabulary. In addition, students needed to learn how to use the words in sentences, not just in Chinese or definitions.
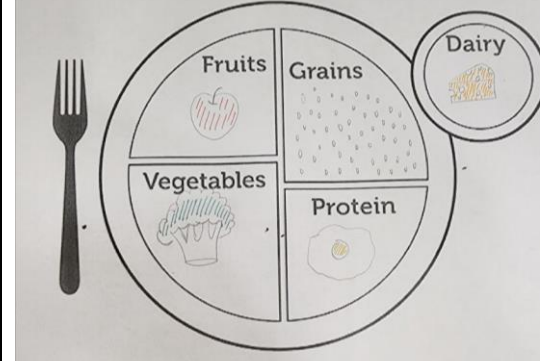
Password Chapter 10

heath (n) Healthy (adj)	My health isn't good, so I need to work on that. She is a healthy person because she never gets sick.	high blood pressure = too much pressure in your blood vessel	My grandfather has very high blood pressure, so he can't feel stressed all the time.
Dictionary (n) = list of words with explanations	The dictionary that I have is too old to be used.	surprise (v) surprised (adj) surprising (adj)	He is a surprising person because I neve know what he will do.
Definition (n) = the explanation of a word	I usually know the definition of the word before I remember it.	get together	We usually get together with our families.
get sick that much = have a cold as often	During the winter time, I have a cold as often as my brother (does).	Understand Past tense: understood	
Strong (adj) = not weak	James is a strong man who works a lot.	Research (uncountable)	Some research shows eating fruit improves health.
heart problem = something wrong with your heart	Many old people usually have heart problems.	Remember 1. Remember to do something (你還沒做，但你記得) 2. Remember doing something (你做了 and you remember)	1. I always remember to throw the trash tonight. 2. I remembered throwing the trash tonight.

This is one of the instructor's teaching materials. Normally, students were given the paper-based worksheets. They needed to write down whatever the instructor typed, so they could use those worksheets for studying and writing.

Instead of multiple-choice questions, fill-in-the-blank questions for listening and short-answer questions for reading materials were used. For listening, the aim was to compel students to follow and listen attentively to write down the answers. For reading, short-answer questions required students to read, instead of skimming through the paragraphs for the answer choices. In addition, when students wrote their answers, they also practiced writing skills.

Chapter 15 Reading Comprehension In paragraph 1, 1. Looking at the title, what do you think this article is going to be? 2. How much is the minimum wage for large US cities? 3. What does a minimum wage mean? 4. Why does David only receive $4.23 an hour from his employer? 5. What do you think is the main idea for this whole passage? In paragraph 2, 1. In the United State, what do waiters and taxi drivers expect from their customers? 2. Do the employers in restaurants and taxi companies pay fair wages to their workers? In paragraph 3, 1. What is a fair tip? 2. If the server does a good job, how much percentage of the tip do you give? 3. If you go to the restaurant in a group, what will your tip be like? In paragraph 4 1. If you aren't sure about tipping, what should you do? 2. From Gary in Ohio, what is the reason that Gary doesn't want to tip more? 3. From Rudy in California, why does he only pay 50 cents for the pizza delivery? 4. From Fran in Georgia, why does she feel angry about tipping?	This is an example of a short answer question. Students followed each paragraph, read the content, and wrote down the according answers.
Name: _____ **ID:** _____ Even though James is a _____ student, he is still _____. He likes _____ electronics. He _____ money and still asks for money from his _____. That is a _____. Last Sunday, he _____ home and _____ a movie. Before that, he _____ to music and _____ a video game. However, he _____ or practice _____. After that, he just_____.	This is an example of the fill-in-blanks for listening. Students practiced writing new vocabulary and paid attention to the past tense verb change.

For writing, the instructor often extended from the reading materials from *Password*. The requirements were that students had to use the vocabulary, phrases, and grammar that they had just learned. Some of them were only for in-class writing activities. For example, after students finished reading about the five food groups, they had to draw and fill in the blanks with food items they had learned from *Touchstone* Unit 12.

	This is an example from a female student who spent time on drawing and coloring. In addition, she used the vocabulary that she learned from another textbook and the grammar of the measurement unit for uncountable/countable nouns.

Furthermore, the instructor asked students to turn their scripts into a writing exercise. Students typed their scripts for speaking. After the submission, the instructor corrected every script.

Then, the instructor selected two sample scripts as a writing correction exercise that taught students how to edit and rewrite their 100-to-120-word paragraph writing. Here is an example of this type of writing exercise.

Please scan the QR code to see one of the exercise documents.	In this image, the instructor focused on punctuation and the spacing after each punctuation. English requires an indent space after each punctuation. Moreover, the usage of articles, such as "the", is also taught here.

Finally, for the graded writing, students received their prompt and instruction. In the instruction, they usually had guidance on what vocabulary, phrases, and grammar they had to use. They also received some guiding questions about the prompt. The graded writing was done in class and lasted about 20 minutes. Students could not use any electronic devices, notes, or textbooks. The first draft of this writing counted for 60 percent while the final draft of this writing counted for 40 percent. The content from the final draft correction had to be similar to the first version that students wrote in class. This prevented them from using ChatGPT. If students missed the first draft of writing in class, they only received 50 percent of the total grade as their highest score. Below is an example from a student's first draft of her graded writing.

The front part of her first draft	The back part of her first draft
The corrected front part of her final draft	The corrected back part of her final draft

Writing 2- Touchstone Unit 11A

Please write your first experience with **one of the following items** (選一個題目):

This is my
1. first boyfriend/girlfriend (or first love)
2. first trip to _____ (find a place)
3. first math/science/Chinese/Spanish/German/Japanese/Korean/Vietnamese/Thai language class (第三題，你只能選我上面列的其中一個語言或課程，寫其他的直接零分)

1. Past tense 2. Use descriptive adjectives such as energetic, exhausted, strict... 3. The compound sentence, such as and, but, so.. 4. Complex sentences, such as although, when, before, after... 5. Use transition words: First, second, then, next, finally... 6. Double space (格行書寫) 7. At least 100 words	1. When was this experience?? 2. Where did it happen? 3. Who was in this experience? 4. What happened? What did you do? 5. How was the experience? How did it make you feel? (use descriptive adjectives here) 6. Why did it happen?

When I was in summer vaction, I went to Taipie for three days.

This was First time I went to Taipie so I was excited and energetic.

First, I took the train to went to Taipei, but the traffic was too difficult

to understand; as a result, I spent a lot of time to go to hotel for check in.

I tried to find the way to hotel. When I finished the check in, I went to eat

the fried rice in nightmarket. It was so delicious and I also bought the

pearl milktea there. The nightmarket had many people, so I felt tired to

find the food which I prefered to eat. Next day, I went to Taipei Zoo.

Unluckily, I spent a lot of time to buy the ticket. I thought this day was

holiday, so many people wanted to go to the zoo. When I entered the zoo, it was the

noon, I was hungry, so I found the food first. After finishing the dished, I

tried to understand the map. Then, I went to see the pandas. Also I went to see

lions and tigers. I had a fun time, but I was really exhausted. On my way to

hotel. I decided to take the MRT. Finally, I stayed hotel all night and relax in

my room. Then, I was packed my luggages and started to memories all of the

trip. I felt tired but happy. As a result, I hope I will have a chance

to go to another space to travel.

Word Count: 259

For speaking, the conversation strategies and grammar from the Touchstone textbook were emphasized during the in-class activities. For example, to help students practice the present tense verb change from the first-person pronoun to the third-person pronoun, the instructor designed a worksheet that enabled students to practice grammar, writing, and speaking simultaneously.

Student B asks student A.	Student B writes down student A's answers
Do you like to go shopping? How often do you go?	
What else do you do on your shopping trips? Do you go to a cafe or see a movie?	
Do you enjoy window shopping? Where do you like to go?	
Which stores have the best bargains?	
Do you buy things online? Which sites do you use?	
Do you ever buy things you don't need?	
Do you ever spend too much money?	

Change that person's answers to third person => he or she => verb also needs to change

My partner is _____. He or she likes to go shopping. (He or she doesn't like to go shopping.) He or she usually goes to the mall once per week.

_____
_____
_____
_____
_____

On the top of this worksheet, students practiced using first-and second-person pronouns and yes/no questions with each other. Then, on the bottom part, each student needed to write a script to report his or her partner's preference with the focus on the third-person pronoun verb change in the present tense.

Below is an example from two female students who completed the worksheet and wrote the recording script at the bottom.

The three examples showcased the speaking ability of the students who described their partners' preferences with correct pronunciation and content. When students pronounced present tense incorrectly, the instructor would look through their scripts to see whether they forgot to add verb changes.

Student A asks student B.	Student A writes down student B's answers
Do you like to go shopping? How often do you go?	Yes, once a week. Yes, she goes shopping once a week.
What else do you do on your shopping trips? Do you go to a cafe or see a movie?	I go to see a movie. She goes to see a movie on her shopping trips.
Do you enjoy window shopping? Where do you like to go?	Yes, I do. I like to go to clothes stores. She enjoys window shopping. She likes to go the clothes store.
Which stores have the best bargains?	MOMO. She think that the best bargains store is "MOMO".
Do you buy things online? Which sites do you use?	Yes, I use momo shopping network. She buys things online that the momo shopping network.
Do you ever buy things you don't need?	Not always. She not always buy thing she don't need.
Do you ever spend too much money?	Yes, I spend too much. She always spends too much in the shopping.

Change that person's answers to third person => he or she => verb also needs to change

My partner is ___Judy_____. He or she likes to go shopping. (He or she doesn't like to go shopping.) He or she usually goes to the mall once per week.
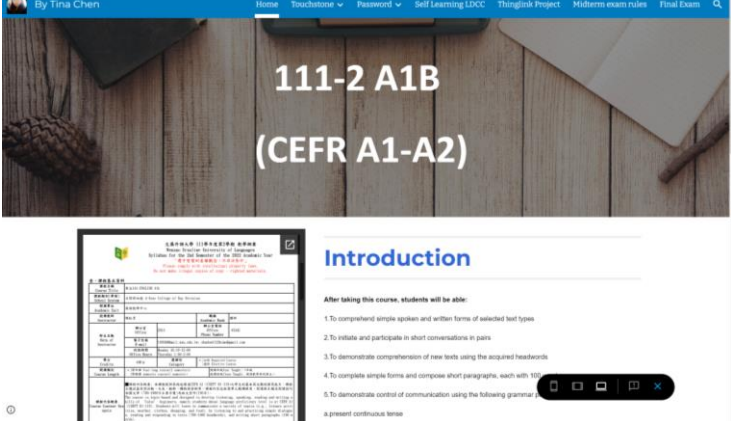
My partner is Judy. She likes to go shopping, and she always goes to the mall once a week. Sometimes, she goes to see a movie on her shopping trips. She enjoys window shopping and she likes to go the clothes store. She think that the best bargains store is "MOMO". She buys things online that the momo shopping network. She not always buy thing she don't need. But she always spends too much in the shopping.

Then, the instructor left comments and reminded students of pronunciation in class. Please scan the QR code to hear students' recordings.

Overall, the instructor designed a website for students to follow the class materials and submit all important in-class and graded assignments to Google Classroom. Students could save this website through the Line group and use it to review.

The instructor used Google Site to design the website.

Please scan the QR code to see the full website.

（4） 計畫實施後問題改善狀況

Improvement of the problem after the implementation of the project

About 31 to 35 students usually attended the classroom more often. They paid more attention in class and participated in many in-class activities. Everything, including instructions and worksheets, was in English. Chinese was only used to explain difficult concepts or important agendas. A variety of learning methods kept students engaged in class. However, after the first semester of training, students became more efficient and effective in the second semester when the innovative teaching method was implemented. They understood that they had to complete vocabulary or grammar worksheets and exercises for each unit to help and support them for either a speaking or writing in-class project. The rotation of reading aloud or answering questions in class was usually smooth and productive. The instructor could see students' preference for this type of innovative teaching method. Below is a part of the students' comments about this innovative course.

Table 1.

7.藉由本次課程參與經驗，您認為授課教師加入了哪些創新教學的元素？ Based on the experience of participating in this course, what elements of innovative teaching do you think the teachers have added?
網路作答
永遠線上的小遊戲測驗 增加上課有趣度
相關影片
非常多
有許多讓我們開口講英文的機會
很多的練習
問答式網站、小遊戲回答、線上字卡單字
互動
分享她的經驗以及列印許多的手帳給我們
口說
讓我們用網站去錄音並搭配上我們寫的稿
透過很多有趣的問題
用遊戲的方式進行測驗
網路比賽
Presentation
口語表達
老師給我們用英文報告的機會
很多練習，錄音，kahoo
線上考試
用線上程式做考試
用 App 選擇題
我覺得很棒
以輕鬆有趣的方式讓大家更瞭解英文以及學習、創了一個網站讓大家可以在上面看課堂資訊以及單字等等、以 quiz 有趣的方式來讓大家做練習
簡報製作 錄製影片
口說
Kahoo thinklink worksheet…ppt
相關影片、錄音
很多實際的練習，學會使用許多學習的程式並且搜集了許多學習歷程的細節，也有口頭報告的機會，有錄音和影片，來矯正自己的口說和鏡頭前自己的表現。
有非常多不同的課程
文法
很多練習跟錄音
使用 thinglink 來介紹東西，我覺得非常棒，很喜歡這種跟其他英文課不一樣的教學工具。還有拍影片跟錄音，可以間接訓練我們的口說，我覺得很不錯。還有使用 quizizz 來考試，我覺得很有幫助，讓我能快速的學會我錯的題目。

As the comments indicated, students became more motivated to learn English. They felt that they were using their English skills in a more real-life application, not just for passing the exams and proficiency tests. In addition, they learned how to use different technological tools to enhance their language learning and present what they had acquired as well. However, they also understood that passing the tests was equally important to showcase their English abilities.

Here are some suggestions and feedback from the students.

Table 2.

8.針對日後相關課程之教學規劃，您建議尚可加入哪些創新學習的內容?   For the teaching planning of related courses in the future, what innovative learning content do you suggest to be added?
考單字
多讓學生練習口說
無
無
可以加入一些電影、電視劇較實用的英文對話
文法
無
無
無
單字量加深 片語文法練習加多
聽力
可以能夠讓我們在日常生活中運用英文
希望可以多加一些團體討論問題
多把考試變成這種測驗方式 較能讓學生接受
大致上都很棒
可以多加幾次臨時的 presentation，覺得很好玩，也可以增加我們的臨場反應跟口說能力
聽力
我想要更多可以講英文的機會
可以多增加閱讀
無
線上作業
無
無
我覺得很多元
可以看一些英文的影集或電影，讓大家以輕鬆的方式更加貼近了解英語
背單字的秘訣 拆解之類的
報告
無
錄音
無
可以增加更多的口說機會，可以增加自己的口音練習。
沒有
無
無
更多互動
可以一直維持下去這種模式。

In Tables 1 and 2, students sincerely offered their opinions on what they liked and provided feedback on what could be improved or added to the next course. When students were willing to type out so many words and be specific about their preferences, it usually indicated that they were motivated to learn and interested in the future learning. The following QR code is the official survey from the Teaching Innovation Course, from which Tables 1 and 2 were derived.
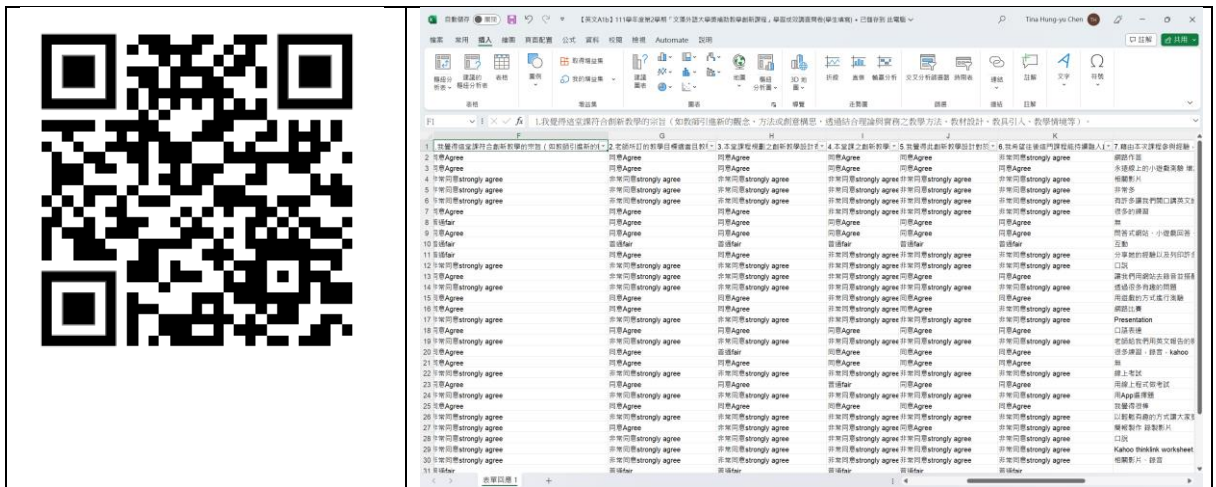
However, the instructor would like to point out that there were about 7 to 10 students who were consistently absent from this course since the beginning of this semester. The instructor tried to ask them to come to the office hours through the system. In addition, the instructor also tried to talk to those students through Line or in class. However, the result was not significant because they still did not show up in class. For the remaining 36 to 37 students, at least all of them improved their English skills through this course. However, 6 to 7 students' English abilities were at the bottom of this course when they entered this class. Some of them studied hard during their free time and practiced self-learning through LDCC website, so they passed the course. However, the remaining 3 to 4 students did not do much work in their free time and only finished what was in class.

（5）創新規劃導入前後差異（列表）

Differences before and after the introduction of innovation planning (list)

Item	Original teaching content/method	Innovation planning this time
Requirement	● Students are required to fulfill their 24 credits of English courses, so they are automatically placed in A1b. In addition, students are required to pass 120 on the CSEPT score to move on to the next level.	● The instructor helped students realize that their foundation of English ability needs work and more practice even though the content seems easy. If their fundamental English skills improve, then passing the CSEPT score threshold will not be an issue.
Testing/activities	● A1b students usually experience many worksheets and tests.	● The instructor still included the worksheets and tests. However, the written instruction was in

		English, so it forced students to follow the course progress. The worksheets usually led to the final speaking and writing assignments in class, so students could apply what they learned in a more close to real-life setting. For tests, students could start getting used to non-multiple-choice questions small quizzes on Quizizz, or other in-class activities.
Purpose	● Students need to fulfill the school requirement to graduate and pass the graduation threshold.	● The instructor advocates that English ability can be improved by chunking the challenging concepts into small parts and teaching students how to master those different parts. ● Eventually, they can utilize them in real-life situations. The utility as a purpose for students to learn English can motivate them to study hard and pass the tests as a proof of English ability for future workplace.
Teaching method	● A mainly teacher-centered teaching method with minimum technological usage is applied in the classroom.	● Differentiated instruction was used to allow students with different English levels within the same class can improve simultaneously. ● The instructor's and students' samples provide a structure and a sense of comfort for students to continue learning. ● Technological tools are used to enhance students' self-learning ability outside the classroom. In addition, they also offer outlets for students to express and present what they have learned through different media, not only just their test scores.

		● Besides the basic instruction and requirement to utilize textbook content, students were free to express and design what they wanted to show the instructor.
Learning attitude	● Students usually lack motivation. They expect conventional English language learning methods and materials.	● Students participated in class activities more. In addition, more students were willing to communicate with the instructor and asked the instructor to help them fix the mistakes. They liked to accumulate their efforts from speaking and writing assignments. They also enjoyed taking the quizzes online or showcasing what they learned through technological tools. ● The instructor's closeness and openness toward students encourage them to communicate their thoughts better with the instructor. Meanwhile, when students know the instructor better, they can be motivated by the instructor's passion.

The following table is the differences from the original applications when I filled it out:

項目 Item	原授課內容/方式 **Original teaching content/method**	本次創新規劃 **Innovation planning this time**
課程內容規劃 Course Content Planning	課程內容概要本課程提供英檢成績達 CEFR A1 (CSEPT 81~119)之學生的基本英文聽說讀寫能力。課程主題涵蓋休閒活動、天氣、服飾、購物與食物等。課程內容包括簡單之聽講練習、閱讀與主題或閱讀技巧相關文章 (700~1000 字主	The differences are listed as follows: 1. For speaking, students are expected to apply the vocabulary, grammar, and conversation strategies to complete their role play audio or video with or without visual aids. 2. For writing, students are expected to complete some

	要字彙)及短文習作 (100字)。 The course is topic-based and designed to develop listening, speaking, reading and writing skills of 'false' beginners, namely students whose language proficiency level is at CEFR A1 (CSEPT 81~119). Students will learn to communicate a variety of topics (e.g., leisure activities, weather, clothes, shopping, and food), by listening to and practicing simple dialogues, reading and responding to texts (700-1000 headwords), and writing short paragraphs (100 words).	writing on the interactive media, such as Thinglink, with images and audio files. 3. For reading and listening comprehension, the media tools such as Google Earth, will be applied to help students conceptualize locations and understand the relevance to their real life.
制度 System	修習完本課程後，學生將能： 1.理解課內對話與短文 2.進行簡短對話 3.運用所習得之字彙理解相關的課外對話與短文 4.填寫表格與撰寫100字之段落短文 5.運用下列文法要點進行溝通： a.現在進行式 b.祈使句 c.助動詞 d.簡單過去式 e.可數與不可數名詞 6.運用下列語言功能： a.描述天氣與季節變化 b.描述進行中之事件 c.表達需求與能力 d.形容物件材質、數量與價格 e.描述日常作息	The innovative teaching methods will be shown in teaching four language skills. 1. For speaking, students will be required to utilize unit vocabulary, grammar, and speaking strategies to write their own scripts. Then, they need to memorize them and perform in front of a camera or record as an audio file. Sometimes, they will create their own posters as their visual aids. 2. For reading, each reading passages will be given extra comprehend and critical thinking short answer questions to help them improve their comprehension

| | f.描述過去事件並比較其異同
g.請求與提供援助，接受與拒絕

此外，本課程將讓學生能達到 CEFR 的分級標準：
1.進行簡單的自我介紹與問候
2.對穿著進行基本的討論，尋問服飾店店員一些簡單的問題
3.談論每日的日常活動，跟朋友與同事安排見面或會議
4.討論天氣狀況，根據天氣預報提出活動建議
5.談論自己的愛好和興趣，為朋友和同事計畫有趣的活動
6.討論一些常用產品，能夠自行購買和退換物品

After taking this course, students will be able:
1.To comprehend simple spoken and written forms of selected text types
2.To initiate and participate in short conversations in pairs
3.To demonstrate comprehension of new texts using the acquired headwords
4.To complete simple forms and compose short paragraphs, each with 100 words
5.To demonstrate control of communication using the following grammar points:

a.present continuous tense | ability. In order to help student, comprehend the vocabulary and content, Google Earth and other interactive media tools will be utilized.

3. For listening, students have extra dictation sheet for most listening parts in the textbooks for practice. In addition, they must access to phone application or utilize LDCC's self-learning sites to finish extra listening homework. They will upload their scores to google classroom in specific time.

4. For writing, dictation and filling in the blanks are the first step to help students to being their writing. Next, they will be given guided questions to form their short answer questions. Then, they organize their answers with conjunctions and transition words to form a paragraph. Finally, I will provide them with a essay correction practice that contain most common mistakes that I see in their practice writing to improve students' self-correcting ability. Sometimes, the writing assignment will go through interactive media, such as Thinglink, to present their writing and thought in an |

	b.imperatives c.modal verbs d.simple past tense e.countable and uncountable nouns 6.To communicate using the following functions: a.describing weather and seasons b.describing ongoing events c.expressing needs, wants, abilities and limitations d.describing quality, quantity and cost of things e.talking about daily routines f.describing past events, comparing and contrasting them g.requesting, offering, accepting and declining things In addition, in relation to CEFR descriptors, students will be able: 1.To introduce themselves simply and use basic greetings 2.To discuss clothing at a basic level and ask salesclerks simple questions about it 3.To talk about daily activities and arrange meetings with friends and colleagues 4.To describe current weather conditions and	visual and interactive way.

	suggest activities according to the weather forecast 5.To talk about their hobbies and interests and make plans for fun activities with friends or colleagues 6.To discuss common products, make basic purchases and return faulty items	
教學法 Pedagogy	1. 溝通式教學理念 (Communicative Language Teaching)，活化習得內容，增進英語溝通能力。教學方式涵蓋個人、配對、小組學習。 2. 博雅教育 (Liberal Arts Education): 透過英語學習推動學生品格教育、人格養成。教材選用閱讀篇章、書籍，引導學生，進行角色扮演，深度思考和討論。 3. 自主學習理論 (Learning autonomy) 鼓勵學生參加自學方案，延伸學生的學習與發展獨立學習。引導學生主動學習，鼓勵學生利用課餘時間，進行自學活動。	For students with limited English proficiency to gradually immerse in English speaking environment, students are expected to demonstrate their understanding through alternative assessments, such as media-based projects and poster making summative, besides the regular written and speaking assessments. Many interactive media teaching tools will be utilized here, such as Google Earth. In addition, students are expected to pair up to practice their speaking through video or audio recording at the end of each unit.

2、 委員審查意見回應
Responses to the Committee Members' Review Opinions

1. 陳老師為共英 A1b 低成就學生設計的教學方式，以原有的課綱為依據，加入互動性高的科技 教育工具及軟體運用，協助學生在語文學習上能藉著引導式的架構以及和生活密切結合的主 題，提升學習興趣並用影音檔案儲存學習內容及個人/小組的表現，使學生有一連串的體驗， 了解個人的成長，增加學習樂趣。若此申請案得以成功，陳老師的經驗可以推廣並分享相關 課程教師。建議在進度表的第 1 及第 17 週明列前後測 (pre-survey & post-survey) ，以便學生 了解教師的研究意向。

The instructor's response:

Thank you for the encouragement. Your summary of this innovative course is the goal that I strive to achieve for this course because I often feel that low-proficiency students usually face more

teacher-centered teaching methods without having many opportunities to demonstrate what they learn and what abilities they possess. Meanwhile, for the most part, the form of assessment consistently with formal testing of 4 language skills that consistently focuses on students' logical and linguistic intelligences, despite those students might have other intelligences like aesthetics and kinesthetics. In addition, living in this digital world, whether students have high or low English proficiency need to learn how to utilize technology, especially AI tools and software, to facilitate and enhance their learning. Finally, connecting the classroom learning with the real-life applications is essential to foster the relevancy for students to continue learning. The formal written assessment is deemed necessary to evaluate their progress while a series of different records for students' learning process is also equally important to showcase their growth.

Since A1b is an annual class, at the beginning of the 111-1 semester, I had already informed students about how I would use technology inside the classroom. The regular assessments would take place while they still had unit tests, graded assignments, and exams. However, the teaching method would be altered, and their learning would be recorded in various forms of assessments. Technically, the unofficial innovative teaching method started at the beginning of the 111-1 semester.

As a result, when the instructor proceeded with this innovative course in the second semester, week 1 pre-survey became a small quiz for students to review the classroom rules. In addition, they also recorded their own videos of "What did you do during the winter break?" by providing scripts as their writing assessment and video as their speaking assessment. In the script and video, their vocabulary and grammar were also being evaluated. Furthermore, students also completed two surveys: one is for the instructor's self-evaluation of the course while the other is for official use.

2. 多數的課程設計已是共英課程的內容，例如上學生使用 LDCC、閱讀理解練習、聽力練習、寫 作等，看不出創新的部分。老師提到 interactive media teaching tools will be used，但在計畫中 看不出來使用的時機、相對應的活動、使用頻率等教細節的說明。

The instructor's response:

Students usually made an appointment with LDCC teachers; however, they still don't use the mass variety of software. LDCC self-learning software is very diverse and useful for students. However, students don't really know how to access and operate the software because there is so much software for them to use.

In order for more students to use LDCC to do self-learning, I recorded the video to teach them how to use certain software to help students review and have more practice for the related class content.

For reading and listening, I normally required students to finish the short-answer questions and critical thinking questions that I designed first because this prevents students from looking through the article for answers only. Then, the multiple-choice questions usually became students' homework as review. The critical thinking questions often became students' speaking and writing prompts where they could extend their learning. This part is explained under 學生進步狀況說明或具體教材產出 section in the final report.

In my final report, I stated that I utilized chunking and instructional differentiation to allow students with various English proficiency in A1b to produce a series of project-based assignments, such as a food experience presentation. This part utilized students' four language skills. They needed to read the instructions and listen to my explanations. Then, they write their script and edit it. They practiced with the slides they made. Finally, they presented their slides.

For reading and listening practice,

3. 預計開課時間為 111 學年第二學期，但是教學綱要中的日期是 9 月開始，課程內容無法對應 下學習的課程。另外，此為第一學期的延續課，同學與老師應該彼此認識，第一周製作 self-introduction video 的必要性和重要性為何？

The instructor's response:

A confusion occurred when I applied for the A1b and Journalism courses together since I only taught in Wenzao for about 10 months. I apologized for the mistake.

The continuation from the first semester was that I took some similar extra bonus assignments from the first semester and asked students to add content, vocabulary, and grammar from the second semester to recreate a new one. These assignments not only helped students review what they learned but also allowed them to create better results from what they acquired in the second semester. Meanwhile, students could also reflect on the process of their English learning.

As the instructor mentioned above:

It was a confusion for me to apply for one semester or a whole year there.

Since A1b is an annual class, at the beginning of the 111-1 semester, I had already informed students about how I would use technology inside the classroom. The regular assessments would take place while they still had unit tests, graded assignments, and exams. However, the teaching method would be altered, and their learning would be recorded in various forms of assessments. Technically, the unofficial innovative teaching method started at the beginning of the 111-1 semester.

As a result, when the instructor proceeded with this innovative course in the second semester, week 1 pre-survey became a small quiz for students to review the classroom rules. In addition, they also recorded their own videos of "What did you do during the winter break?" by providing scripts as their writing assessment and video as their speaking assessment. In the script and video, their vocabulary and grammar were also being evaluated. Furthermore, students also completed two surveys: one is for the instructor's self-evaluation of the course while the other is for official use.

3、 未來精進與改善建議
Suggestions for Future Refinement and Improvement

1. Coursera Online Certificates 的編列並沒有出現其運用方式，在進度表中也無記載使用的預計 週數。另外，若陳老師擬將此教學中取得的資料進行研究，則宜加編統計分析及問卷內容之 審稿及資料收集的相關處理費用。

2. 總結：(1) 加列記書於於進度表 (2) 加編 10,000 元於研究工具及分析等項目。

3. Coursera 部分，國際學院的 BEST 計畫應該有補助經費，可考慮從那邊支應。(19,200 元)

4. 老師所要的經費雖不多，但是很多經費都是在影片製作軟體 (Thinglink、Screencastify) 的購置，無法與教學設計對應。建議要說明與教學設計的關聯性。

4、 政府部門補助之課程與教學計畫申請規劃
Application Planning for Courses and Teaching Plans Subsidized by Government Agencies

欲申請 114 年教學實踐計畫

5、 參考資料
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附件一：活動**/**紀錄**/**照片（至少十張，照片請附說明**)**
Appendix I: Activities/Records/Photos (at least ten, please attach a description for the photos)

Appendix 1

| | Sally presented her food experience as a part of graded speaking. Her English skills were considered at the bottom in class. However, she had never missed a class throughout the whole semester. She tried hard to memorize the script and practiced by recording at home. Even though she still needed some notes to remind her, her English skills have been improved. |

Appendix 2

| | Don was consistent in class. His English was intermediate. However, he usually performed well in project- or task-based assignments. He memorized the script and delivered a great presentation. |

Appendix 3

| | Rona and Jocelyn paired up and tried to finish their video about "what did you do during the winter break?" |

Appendix 4

Cara, Kuan, and Ivy usually grouped together to finish a video of describing the most embarrassing moment of their life. In this video, they needed to use textbook vocabulary and conversation strategies.

Appendix 5

Shelly and Mia tried to describe what they like to eat in their favorite restaurant. They need to use the grammar and vocabulary from the *Touchstone* Units 11 and 12.

Appendix 6
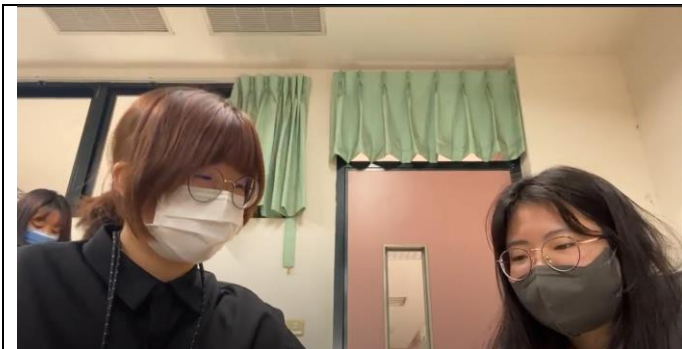
Jocelyn and Wendy tried to practice yes/no questions in the present tense about their shopping habit.

Appendix 7

Ken and Amber attempted to add scores by redoing an extra-point assignment. This assignment was to help students review country, food, and culture from the first semester and link to specific units in the second semester. They needed to pick a country, introduced its language, explained the colors of the flag, and described the national dishes.

Appendix 8
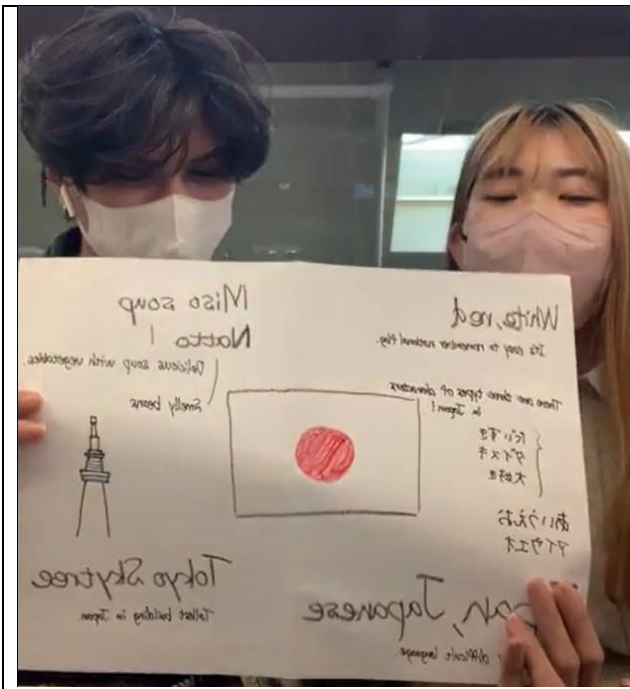
Jim drew the pictures while Yuria wrote the texts. They decided to introduce Japan since Yuria is a Japanese student who is fluent in Chinese.

Appendix 9

This is a short answer question to help students gather their thoughts and find the vocabulary or phrases they need from the textbook. This type of short answer questions can be used for reading comprehension and later transformed into writing.

Appendix 10

The differentiated instructions for different level students in the same class. Advanced and intermediate students can use the fill-in-blanks part as a draft. The lower-level students can just use the top part to complicate their writing practices. The pencil marking came from the instructor who usually corrected the advanced or intermediate students' writing and helped the lower-level students' writing.

附件二：課程/教材內容及學習成果
Appendix II: Course/Teaching Materials Contents and Learning Outcomes

課程基本資料

課程內容概要 Course Content Synopsis	■課程內容概要: 本課程提供英檢成績達 CEFR A1 (CSEPT 81~119)之學生的基本英文聽說讀寫能力。課程 主題涵蓋休閒活動、天氣、服飾、購物與食物等。課程內容包括簡單之聽講練習、閱讀與主題或閱讀技巧 相關文章 (700~1000 字主要字彙)及短文習作(100 字)。 The course is topic-based and designed to develop listening, speaking, reading and writing s kills of 'false' beginners, namely students whose language proficiency level is at CEFR A1 (CSEPT 81~119). Students will learn to communicate a variety of topics (e.g., leisure activ ities, weather, clothes, shopping, and food), by listening to and practicing simple dialogue s, reading and responding to texts (700-1000 headwords), and writing short paragraphs (100 w ords). ■主要授課語言: 英語(English)
課程學習目標 Course Learning Goals	修習完本課程後, 學生將能: 1.理解課內對話與短文 2.進行簡短對話 3.運用所習得之字彙理解相關的課外對話與短文 4.填寫表格與撰寫 100 字之段落短文 5.運用下列文法要點進行溝通: a.現在進行式 b.祈使句 c.助動詞 d.簡單過去式 e.可數與不可數名詞 6.運用下列語言功能: a.描述天氣與季節變化 b.描述進行中之事件 c.表達需求與能力 d.形容物件材質、數量與價格 e.描述日常作息 f.描述過去事件並比較其異同

g.請求與提供援助，接受與拒絕

此外，本課程將讓學生能達到 CEFR 的分級標準：

1.進行簡單的自我介紹與問候

2.對穿著進行基本的討論，尋問服飾店店員一些簡單的問題

3.談論每日的日常活動，跟朋友與同事安排見面或會議

4.討論天氣狀況，根據天氣預報提出活動建議

5.談論自己的愛好和興趣，為朋友和同事計畫有趣的活動

6.討論一些常用產品，能夠自行購買和退換物品

After taking this course, students will be able:

1.To comprehend simple spoken and written forms of selected text types

2.To initiate and participate in short conversations in pairs

3.To demonstrate comprehension of new texts using the acquired headwords 4.To complete simple forms and compose short paragraphs, each with 100 words 5.To demonstrate control of communication using the following grammar points: a.present continuous tense

b.imperatives

c.modal verbs

d.simple past tense

e.countable and uncountable nouns

6.To communicate using the following functions:

a.describing weather and seasons

b.describing ongoing events

c.expressing needs, wants, abilities and limitations

d.describing quality, quantity and cost of things

e.talking about daily routines

f.describing past events, comparing and contrasting them

g.requesting, offering, accepting and declining things

In addition, in relation to CEFR descriptors, students will be able:

1.To introduce themselves simply and use basic greetings

2.To discuss clothing at a basic level and ask salesclerks simple questions about it 3.To talk about daily activities and arrange meetings with friends and colleagues 4.To describe current weather conditions and suggest activities according to the weather for ecast

5.To talk about their hobbies and interests and make plans for fun activities with friends o r colleagues

6.To discuss common products, make basic purchases and return faulty items

系培育目標與核心能 力以及學習目標 Development Goals, Skill Indicator, & Learning	系培育目標 Development Goal	核心能力指標編碼 Skill Indicator Code	核心能力 Skill Indicator	學習目標 Learning Objective

Objectives	1.具優良之英語聽力與口說能力。 Possess excellent English l istening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	1-2-1	能描述天 氣與季節變 化	學生能以正確 與適當的英語 表達天氣的變 化 與季節的更 迭
	1.具優良之英語聽力與口說能力。 Possess excellent English l istening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	1-2-2	能描述進 行中之事 件	學生能以正確 與適當的英語 現在進行式陳 述 事件之進行
	1.具優良之英語聽力與口說能力。 Possess excellent English l istening and speaking skills / 2.具優良之英語閱讀能力。 Po	1-2-3	能表達需 求與能力	學生能以正確 與適當的英語 提出要求

	ssess excellent English readi ng skills. / 3.具優良之英語寫 作能 力。 Possess excellent En glish writing ski			
	1.具優良之英語聽力與口說能力。 Possess excellent English l istening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	1-2-4	能形容物件材 質、數 量與 價格	學生能以正確與適當 的英語形容物品的材 質 、數量與價格
	1.具優良之英語聽力與口說能力。 Possess excellent English l istening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	1-2-5	能描述日常作 息	學生能以正確與適當 的英語過去式表達過 去 發生的事件， 並 加以比較其不同的地 方
	1.具優良之英語聽力與口說能力。 Possess excellent English l istening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish	1-2-6	能描述過去事 件並比 較其 異同	學生能以正確與適當 的英語表達提供援 助， 接受與拒絕

	writing ski			
	1.具優良之英語聽力與口說能力。 Possess excellent English listening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	1-2-7	能請求與提供援助，接受與拒絕	學生能夠閱讀英文各類型短文，內容涵蓋天文、地理、人物等及經由英文閱讀習得必要 之詞彙與閱讀技巧
	1.具優良之英語聽力與口說能力。 Possess excellent English listening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	2-2-1	能閱讀與主題相關約 7 00~1000 個主要字彙之短文	學生能由閱讀英文短篇故事學習如何描繪人 物、情節發展及發表個人看法
	1.具優良之英語聽力與口說能力。 Possess excellent English listening and speaking skills / 2.具優良之英語閱讀能力。 Po ssess excellent English readi ng skills. / 3.具優良之英語寫 作能力。 Possess excellent En glish writing ski	3-2-1	能以正確英文撰寫約 1 20 字之描述與分類之 短文	學生能以正確與適當的英語寫出約 120 字的短 文，主題包括描述文及說明文等
	其他(Others)			

學生先備知能 Prerequisite Knowl edge Skills	1. 學生需具備 English Ala 或同等程度之英語能力 2. CSEPT(大學英語能力檢定)成績為 81-119
教學學理基礎 Theoretical Founda tion of Instructio n	溝通式教學理念(Communicative Language Teaching)，活化習得內容，增進英語溝通能力。教學方式涵 蓋個人、配對、小組學習。 2. 博雅教育(Liberal Arts Education): 透過英語學習推動學生品格教育、人格養成。教材選用閱讀篇 章、書籍，引導學生，進行角色扮演，深度思考和討論。 3. 自主學習理論 (Learning autonomy) 鼓勵學生參加自學方案，延伸學生的學習與發展獨立學習。引導 學生主動學習，鼓勵學生利用課餘時間，進行自學活動。
授課資訊 Instructional Info rmation	■課程類型(Top Down)
	一般課程 Regular course
	■教學平台

		實體教學 Face-to-face instruction
		■主要教學策略
		講授 Lecture 實作 Hands-on 自主學習 Learning autonomy 個別指導 Individual guidance 分組討論 Group discussion
評量		■評量方式與評分比例分配 Evaluation Criteria

Student Assessment	1. 成績計算比例 (Please pay attention to the new policy.)
	General English courses
	期中考 Midterm Exam: 20%
	期末考 Final Exam: 20%
	5 月初大學英檢測驗/CSEPT test: 30%
	平時成績 Other Performances: 30%
	出席率、課堂活動參與、小考、回家作業及 LDCC 自學記錄
	class-related performance (attendance, participation, quizzes, assignments, and self-learnin g at the LDCC)
	(Live ABC 模擬試題四回將融入平時考或平時練習。第一回為第一學期期末考前之範圍；第二、三、四回 為第二學期期中考前之範圍)
	2. 期中考命題與考試方式：期中考採統一命題、統一會考方式進行，考試時間及地點將另行於考前一週 上網公告。
	學生自學方案
	適用對象：修習日四技共同英語課程所有學生
	依據： 文藻外語大學學生英文實力養成方案實施要點 。請登入 Dr. E-learning 進行預約。 相關規定如下
	學生至英外語能力診斷輔導中心(以下簡稱 LDCC)使用英語學習資源：自學軟體、補充教材、迷你俱樂部、 處方課程、口語練習、學習診斷、學習諮商、學習講座：
	自學時數滿 10 小時，加該科目學期平時總成績 3 分；
	自學時數滿 15 小時，加該科目學期平時總成績 5 分；
	自學時數滿 20 小時，加該科目學期平時總成績 7 分；
	自學時數滿 25 小時，加該科目學期平時總成績 9 分；
	自學時數滿 30 小時(含)以上，加該科目學期平時總成績總分 10 分。
	學生前往 LDCC 進行以下自學活動可納入實力養成方案之時數，除口語練習、學習診斷、學習諮商、學習講 座外，須獲得認證或證書：
	1. 自學軟體:須獲得駐診老師的認證，方可列印時數。
	2. 補充教材:須獲得駐診老師的認證，方可列印時數。
	3. 迷你俱樂部:須上滿 16 小時課程，方可獲得證書與加分。
	4. 處方課程:須上滿 20 小時課程，方可獲得證書與加分。
	5. 口語練習:不須認證，只需列印時數。
	6. 學習診斷:不須認證，只需列印時數。
	7. 學習諮商:不須認證，只需列印時數。
	8. 學習講座:不須認證，只需列印時數。
	該科目經本方案加分後之學期平時總成績以一百分為上限。
	學生自學方案實施方式如下
	實施期間：每學期第一週起至期末考前一週止。
	教授共同英語課程老師於開學第一、二週宣佈此方案內容，鼓勵同學參與，並於期中考後一週再次宣傳此 方案，鼓勵學生於學期中隨時參與。
	開學第一週起，學生自行進入 LDCC 網頁，線上登入 Dr. E-learning 平台進行診斷並取得處方自學時數。 每次自學結束時， 儲存 LDCC 線上使用時數紀錄，以利期末統整自學時數。
	學生若大學英檢成績(CSEPT)高於 240 分(含)，可自行預約適合自身程度的軟體及口語練習。每學期期末考前一週及期末考週，學生須自行列印 LDCC 學習時數記錄單，課程相關證書影

本，繳交給任課 老師，作為學期平時總成績的加分憑據。

■課堂要求 Course Requirements & Policies

Students are required to attend all the classes on time and abide by all the classroom regul ations of the college and the instructor.

學生應準時上課並遵守校定及任課教師之課堂規定。

	Attendance recording: after the bell rings. According to our school policies, late arrival (10 minutes after the class has begun) constitutes an absence for that class hour. 上課鐘響後開始點名。遲到十分鐘視同缺席。

25 (or more) hours of absence means a deduction of 4 points of the semester score. 缺席超過 25 小時(含)扣學期總成績 4 分。

Cellphone is not allowed to use in the class.

上課不得使用手機

There are no make-up tests.

缺課不得補考，概以零分計算。

Fifty points are given for late assignments (within one week)

一週內之遲交作業最高分數為 50 分。

Zero point is given for late assignments (beyond one week) or not turning in assignments 一週以上之遲交作業或未交作業者一律 0 分。

Twenty points of a quiz score are taken away for not bringing textbooks to class every three times.

書本未帶每滿三次扣一次平時考成績 20 分。

10 points of the final average score are taken away if old textbooks with answers are used. 使用附答之舊教科書扣學期平時成績總分 10 分。

Any sort of leave should be informed beforehand by e-mail or phone call. The documents like a medical receipt should be scanned and uploaded online when sick leave is asked. Parents' written notes are NOT acceptable. 任何請假事由請事以電郵、電話或其他方式先通告授課老師。事假 需事先請核，病假可於返校後掃描並上傳醫療收據或相關證明方予准假。不接受家長證明。

You are not allowed to put your cellphones in the drawer, on the table or in your pocket whi le taking quizzes or exams. The violation for quizzes will cause 20 points deduction; the vi olation for midterm or final exams will result in zero. 所有考試進行時，手機一律不能放抽屜，

桌上或隨身的口袋。平時考違規者，該次考試扣 20 分，期中期末考違規者，該考試零分。Plagiarism is strictly prohibited. Assignment of plagiarism will be graded zero. 作業若涉抄 襲，概以零分計算。

Format of assignments:

All assignments must be typed.

Times New Roman

Font: 12

Double-spacing

作業格式：

所有作業都必須以電腦打印。

使用 Times New Roman 字體

字體尺寸：12

兩倍行高

Students are obliged to keep a Study Portfolio which includes Course syllabus, Handouts, Qui zzes, Examination papers & assignments.

學生應隨課程進度製作學習記錄夾，完整保存課程綱要、講義、考卷及作業等文件。 |
| 教材

Learning | 「請學生務必使用正版教科書」Please respect copyright and use orignal textbooks. ■教科書 Textbooks |

Materials	1、書名：Touchstone 1B 作者：Michael McCarthy, Jeanne McCarten, & Helen Sandiford 出版社：Ca mbridge University Press
	出版年：2014
	ISBN：978-110746223
	教材類型：非自製教科書
	2、書名：Password 1 (3rd edition) 作者：Linda Butler 出版社：Pearson education Inc. 出版年：2017
	ISBN：978-013439934
	教材類型：非自製教科書
	■參考書目或網址 References or Websites
	尚未輸入
教學用軟體 Software	免費軟體 Freeware SoftwareCanva and Thinglink
	付費軟體 Commercial software
	Microsoft Office
補充資料 Additional Remark	本科目無相關下載檔案。

貳、課程內容與進度(Course Content and Schedule)

週次 Week	上課日期 Date	單元名稱 Units	授課方式 Instructional Approaches	作業、報告、考試或其它 Assignments, Tests and Others	備註 Remarks
1	112/02/19 ~ 112/02/25	Touchstone: Unit 10 (Lesson A) Grammar: Handout 1 Password: Unit 5: Chap 13	Lecture, discussion, oral practice, writing practice	Video with scripts (topic: what did you do during the winter break?) Class ranked game: Quizizz on Past tense regular verb change (cell phone)	02/20 (Mon.) All classes begin at the regular time. 02/20-26 Online adding /dropping courses
2	112/02/26 ~ 112/03/04	Touchstone: Unit 10 (Lesson B) Grammar: Handout 2 CSEPT Mock Test 2 & Discussion	Lecture, discussion, oral practice, writing practice	Class ranked game: Quizizz on Past simple and present simple tense	02/27 (Mon.) Adjusted holiday for May 6 02/28 (Tue.) Holiday (228 Peace Memorial Day)

3	112/03/05 ~ 112/03/11	Touchstone: Unit 10 (Lesson C) Grammar: Handout 3	Lecture, discussion, oral practice, writing practice	Thnglink project: Opinion vs. Fact (Do you think teens should work? Why or why not?) Graded CSEPT mock test	
4	112/03/12 ~ 112/03/18	Touchstone: Unit 10 (Lesson D) Password: Unit 5: Chap 15	Lecture, discussion, oral practice, writing practice	Graded Unit Test: Touchstone A-D + password C.13 + grammar handout 1-3 3/12 LDCC self-learning images due (two selected readings from Active reading; past tense, present tense, present continuous tense from Tense Buster)	
5	112/03/19 ~ 112/03/25	Touchstone: Unit 11 (Lesson A) CSEPT Mock Test 3 & Discussion	Lecture, discussion, oral practice, writing practice	(Graded) speaking practice: role play with your partner video slides recording: what was the best vacation/holiday experience you had before?	3/25 (Sat.) Adjusted work day for May 3 (Monday classes)
6	112/03/26 ~ 112/04/01	Touchstone: Unit 11 (Lesson B) Grammar: Handout 4	Lecture, discussion, oral practice, writing practice	Graded Unit test: Touchstone 11 A-B+password C 14+ grammar handout 4	03/29 (Wed.) Wenzao Sport s Opening rehearsal (Periods 8,9) 03/31 (Fri.) Wezao sports
7	112/04/02 ~ 112/04/08	CSEPT Mock Test 4 & Discussion	Lecture, discussion, oral practice, writing practice	Graded writing 1	04/03-05 (Mon. to Wed.) Holidays (Children's Day & Tomb Sweeping Day)
8	112/04/09 ~ 112/04/15	Review week	Lecture, discussion, oral practice, writing practice	Writing 1 revision	
9	112/04/16 ~ 112/04/22	Midterm Exam (Listening, reading, writing & speaking)	Lecture, discussion, oral practice, writing practice	Graded CSEPT Mock Test	
10	112/04/23 ~ 112/04/29	Midterm exam discussion Touchstone: Unit 11 (Lesson C)	Lecture, discussion, oral practice, writing practice	4/29 LDCC self-learning images due (two selected readings from Active REading; tense practice, some/an, and countable/uncountable	

				nouns from Tense Buster	
11	112/04/30 ~ 112/05/06	Password: Unit 4: Chap 10	Lecture, discussion, oral practice, writing practice	(grade) writing 2	05/01 (Mon.) Adjusted holiday for May 7 05/06 (Sat.) CSEPT Speaking for Year 1 and Year 2 students Deadline for Midterm alert
12	112/05/07 ~ 112/05/13	Touchstone: Unit 11 (Lesson D) Grammar: Handout 5	Lecture, discussion, oral practice, writing practice	writing 2 revision (graded) Presentation: what is a good place to eat?	05/07 (Sun.) 1. CSEPT (listening, reading & usage) for all undergraduate students 2. CSEPT Writing for Year 1 and Year 2 students

週次 Week	上課日期 Date	單元名稱 Units	授課方式 Instructional Approaches	作業、報告、考試或其它 Assignments, Tests and Others	備註 Remarks
13	112/05/14 ~ 112/05/20	Touchstone: Unit 12 (Lesson A) Grammar: Handout 6	Lecture, discussion, oral practice, writing practi ce	Clas ranked Quizizz review vocabulary and grammar	
14	112/05/21 ~ 112/05/27	Touchstone: Unit 12 (Lesson B) Password: Unit 2: Chap 6	Lecture, discussion, oral practice, writing practice	(graded) Unit test: Touchstone Unit 11 C-D + Unit 12 A-B + grammar handout 5-6 + password chapter 10	
15	112/05/28 ~ 112/06/03	Touchstone: Unit 12 (Lesson C) Grammar: Handout 7	Lecture, discussion, oral practice, writing practice	(graded) Unit test: Touchstone 12 C-D + grammar handout 7-8 + password C.6 and C.4	
16	112/06/04 ~ 112/06/10	Touchstone: Unit 12 (Lesson D) Grammar: Handout 8 Password: Unit 2:	Lecture, discussion, oral practice, writing practi ce	End of year survey and review	06/10 (Sat.) Graduation C eremony

		Chap 4			
17	112/06/11 ~ 112/06/17	06/15 (Thu.) Review day 06/16 (Fri.) Final exam: Written test (Listening, re ading, & writing) 06/17 (Sat.) Final exam: Oral test	Lecture, discussion, oral practice, writing practi ce		06/15-21 Final exam 06/17 Adjusted workday fo r June 23 06/16 (Fri.) Year 1 Writt en Test; 06/17 (Sat.) Year 1 Oral Test, Year 2 Written Test
18	112/06/18 ~ 112/06/24				06/15-21 Final exam 06/19 (Mon.) Year 2 Oral Test, Year 3 Written Test ; 06/21 (Wed.) Year 3 Oral Test 06/22 (Thu.) Dragon Boat Festival 06/23 (Fri.) Adjusted hol iday

3、 經費實際運用情形
III.   The Actual Use of Funds

經費項目 **Funding Item**	預算數 **No. of Budget**	執行數 **No. of Implementation**	執行率 **Executive Rate**	差異說明 **Description of Differences**
Thinglink	2400/年	1	NTD to USD = 32 to 1 32(匯率)x60(年)= $1920 少$480	This website is in the foreign country, so the exchange rate fluctuates. In addition, the price comes down quite a lot since last year because this website needs to compete with other similar websites. I bought this from last July. The exchanged price was about $500 per month. However, this year, it dropped significantly after AI became popular.
Screencastify	500/月	12	$32 NTD to $1 USD $32 x 120(年) =$3840 少$2160	The price decreased from before. This website has a super sale every summer month. I bought this from last July. The exchanged price was about $500 per month. However, this year, it dropped significantly after AI became popular.
Wireless headset (headphone with microphone)	$2389	1組	Original Price: $3000 Use $2389 少 $611	The headphone with microphone needs a fast-charging adapter because the regular charger will make the wireless headset breaking down fast. The price of this product dropped significantly because they have a newer version of the same headphone out in the market.
Google Drive 2T space	$3300	1	$3300	I bought in March because their presentations and other videos fill up 15G fast.
Teaching Languages to Adolescent Learners From Theory to Practice (書籍)	$1156.8 ($1,053.29+$103.51)	1	Original Price:$1500 Used $1,156.8 少$343.2	I bought this book from Amazon in America, so the tax, shipping handling fee, and packaging fee might vary. The tax and book handling should be about $101.89. In addition, the exchange rate fluctuates as well.

Reimagining Literacies in the Digital Age: Multimodal Strategies to Teach with Technology (Principles in Practice, 29) (書籍)	$1,210.3 ($1,108.41+$101.88)		1	Original price: $1500 Used 1,210.2 少$289.8	I bought this book from Amazon in America, so the tax, shipping handling fee, and packaging fee might vary. The tax and book handling should be about $101.89. In addition, the exchange rate fluctuates as well.
Designing Courses with Digital Technologies 1st Edition(書籍)	$1,650 ($1,550.64+$99.39)		1	Original Pirce: $1650 Used $1650	I bought this book from Amazon in America, so the tax, shipping handling fee, and packaging fee might vary. The tax and book handling should be about $101.89. In addition, the exchange rate fluctuates as well. This book becomes more expensive than last December when I saw it.
研究工具及分析	$10,000		1	Used $0 多$10,000	I didn't use this amount of the money because the free AI websites, such as Grammarly and Bing Chat, can provide free editing. One website can turn data into excel sheet for the first five attempt for free.
Expert Consultant	$5,000		2	Used $0 多$5,000	The software was easy to operate, and I learned to operate them.
Expert Consultant 健保補充費	$106		2	Used $0 多$106	The software was easy to operate, and I learned to operate them. Expert consultants 的健保補充費 (5000x2.11% = 106)
雜支	$2759		1	Original Price:$2757 $2759 多$2	I bought all the stationary and necessity to facilitate the classroom usage.
印刷費	$2,500 ($50x$50 人)		50	Used $0 多$2500	Unfortunately, students had bad results for their midterm exam. I decided to focus on more practices and had to cut off this poster making project since it is least relevant to their learning.

Quizizz	$3072	1	Original Price:$9000 Used $3072 多$5,928	Last year, the website only allowed the school to use Quizizz, not so much an individual bundle. However, after March 2023, the website like this came down price to compete with other technological companies. Now it had a super sale. However, the website is not very stable for payment. It caused problems for my card payment. In addition, the instructor used the free version and along with Kahoot to design her questions before receiving the approval of this proposal on 2/23/2023.
		總計	$21,297	

原先經費預算表
V. Table of Budget

經費項目 Funding Item	單價 Unit Price	數量 Quantity	總價 Total Price	說明 Description
Quizizz	750/月	12	9000	這是是學生上課可以用手機來做 class rank 去複習文法單字和句型。學生上課作業，課堂活動，以及小組徑賽所需
Thinglink	2400/年	1	2400	學生可以使用 interactive media 把原本的紙筆或打字的寫作變成可以互動有影音的 project。 share interactive images, videos and 360° media for use in learning and teaching . (上課加入虛擬模擬情境，讓所學英文更能生活化)
Screencastify	500/月	12	6000	錄製和編輯上課活動所需影片，以及學生回家作業影片
Google Drive 2T space	3300/年	1	3300	上面教學影片使用的軟體和學生繳交作業都是以 Google Drive 和 Google Classroom 相連結，製作影片和學生上傳作業都需要雲端空間
Teaching Languages to Adolescent Learners From Theory to Practice (書籍)	1500	1	1500	上課教學使用參考書籍，結合多媒體科技幫助 ESL adult/college students to learn efficiently and effectively
Reimagining Literacies in the Digital Age: Multimodal Strategies to Teach with Technology (Principles in Practice, 29) (書籍)	1500	1	1500	上課教學使用參考書籍，結合多媒體科技幫助 ESL adult/college students to learn efficiently and effectively
Designing Courses with Digital Technologies 1st Edition(書籍)	1650	1	1650	上課教學使用參考書籍，結合多媒體科技幫助 ESL adult/college students to learn efficiently and effectively

Wireless headset(headphone with microphone	3000	1	3000	錄製上課教學影片和作業簡介小段片，改學生影音作業需求
研究工具及分析	10,000	1	10,000	收集的資料需要進行研究，所以加編統計分析及問卷內容之審稿及資料收集的相關處理費用
Expert Consultant	2500	2	5000	請業界或是學界的人才來諮詢或是指導學生操作軟體
Expert Consultant 健保補充費	106	1	106	Expert consultants 的健保補充費 (5000x2.11% = 106)
雜支	3303	1	2757	文具和紙張使用
印刷費	50	50	2500	彩色影印學生海報
總計 Sum			48,713	

申請額度 Amount Applied：新臺幣 NTD ___48,713____元