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： 年 月 日(yyyy/mm/dd)

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：職場實務與溝通英語 3 英文 English：ENGLISH FOR PRACTICE AND COMMUNICATION AT WORKSITES 3		
計畫名稱 Project Title (含中、英文) (In English and Chinese)	中文 Chinese：「結合人工智慧工具、專案式學習與體驗式學習，透過簡化專業英語課程提升 A2 級學生的專業英語能力」 英文 English： Integrating AI Tools, Project-Based Learning, and Experiential Learning to Enhance A2-Level Learners' Professional English Proficiency through Simplified ESP Instruction		
實際修課人數 Actual Number of Students	38		
棄修人數 Number of Withdrawal Students	__1__人，棄修比例 ：__3__% _____1____ students, and the ratio of withdrawal is ____3_____%		
經費執行情形	核定預算數：__$79580 實際執行數：__$79,537 經費執行率：__100 %		

學生成績差異 Differences in Student Achievement	The semester class average score is 70.8. The general grade accounts for 60%: the class average is 74.8. The midterm exam accounts for 20%: the class average is 65.4. The final exam accounts for 20%: the class average is 64.5.
師生互動差異 Differences in Teacher-Student Interaction	Please look at the report below.
學生競賽獲獎 Student Contest Rewards	None

其他執行成效 **Other Implementation Results**	None

簽核欄 Sign-off Field			
申請教師 **Teacher's Name**	教師所屬單位主任 **Director**	教師所屬單位院長 **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)

This English course is a required course for graduation for the 36 students. It lasted a year. However, this innovative teaching project only recorded the second half of the semester. This course is an experimental modification of the original General English course.

The course students' background

1. The English level is around the CEFR A2 level. However, the bottom 20% of the class can be around a high A1 level, while the top 10% of the class can be lower B1 level.
2. Consists of majors from the Digital Content and Management, Communication Arts, and International Business Administration.
3. Compared to Wenzao's leveled general English courses, students' English ability ranges from Level 3 to Level 4, which means about 50% to 60% of them should have passed the GEPT elementary level and attempted to pass the GEPT intermediate level primary round.

The semester's grade reports:

- The semester class average score is 70.8.
- The general grade accounts for 60%: the class average is 74.8.
- The midterm exam accounts for 20%: the class average is 65.4.
- The final exam accounts for 20%: the class average is 64.5.

There were 36 students, while only 34 students appeared in class throughout the semester. Seven students received scores above 90 for the semester score while three students received scores above 80. Twelve students scored above 70, while ten students scored above 60. Two students failed the course due to poor attendance, assignment submission quality and frequency, and test scores. After the initial class, two students never attended any semester classes.

Issues in the classroom:

<Students' English Level Has Not Reached B2 Proficiency that Requires for Regular ESP Courses>

A primary issue involves learners whose proficiency remains at the A2 level, meaning they rely significantly on translation and have yet to develop the ability to communicate ideas spontaneously and fluently. According to the Common European Framework of Reference for Languages (Council of Europe, 2001), A2 learners can perform basic tasks but often struggle to move beyond limited conversational exchanges. This reliance on translation indicates a gap between receptive comprehension and productive skills, ultimately hindering the transition to more autonomous communication (Cook, 2001). Furthermore, within the A2 category itself, there is considerable variation in students' linguistic competence; some are closer to the B1 threshold, whereas others struggle to maintain consistent grammatical accuracy or fluency (Council of Europe, 2001).

This disparity complicates classroom dynamics, as instructors must address a broad spectrum of language needs. Consequently, the instructor faces the challenge of scaffolding lessons in a manner that promotes gradual, meaningful progression from translation-based reliance toward more spontaneous and interactive use of English. This gap is particularly problematic when students need to participate in in-depth discussions or group collaborations required in the typical ESP courses, as they may feel hesitant or anxious due to the limited vocabulary and grammar structures at their disposal (Horwitz, 2016). Addressing

this issue requires a systematic instructional design that incrementally fosters higher-order language functions, thereby reducing their reliance on translation and increasing communicative confidence.

Results to solve this issue

The instructor created a GPT that has been trained and can draw any data from the database (Image 1). Besides the class content and data, the instructor also interacted with GPT and pretended to be a student to ask GPT questions to allow GPT to understand the pattern and rhythm of the class. After students used this GPT, their conversations could potentially become training data and also support GPT's learning to fit this course. However, the free account can hit the GPT allowance faster than regular usage. Therefore, the instructor also taught students to use Gemini as a free backup (Image 2). Other than the class handouts, slides, and the textbook, students could utilize two generative AI chatbots to help them complete their required assignments or practice their presentations.

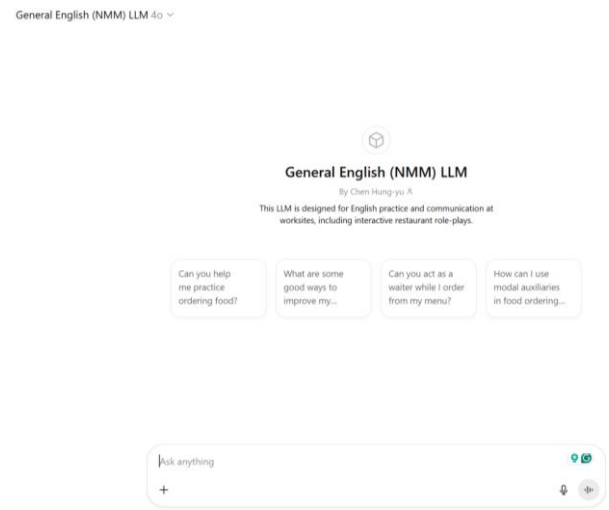


Image 1. This is the opening page of this trained GPT for students to use as long as they have access to the regular free or paid ChatGPT accounts.

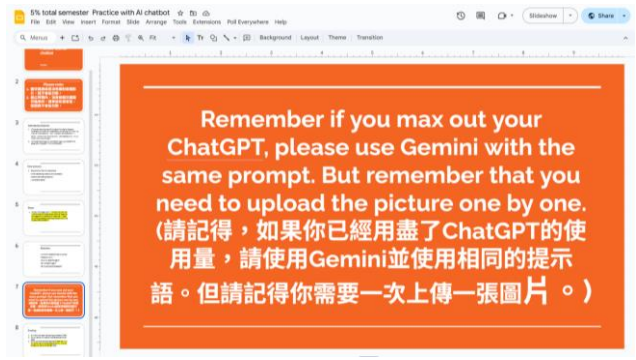


Image 2. This is one of the slides that the instructor reminded students how to use Gemini as a backup to complete their speaking assignment.

<Multidisciplinary ESP Complexity>

A second issue relates to the necessity of catering to three distinct departments—International Business Administration, Digital Content and Management, and Communication Arts—within one simplified ESP course of English for Worksites and Communication 3. Each discipline has its unique terminology, syntactic structures, and context-specific conventions, making it challenging to develop a uniform syllabus that effectively covers all specialized needs (Hutchinson & Waters, 1987). While ESP theory emphasizes the importance of tailoring instruction to learners' professional objectives (Strevens, 1998), attempting to address multiple domains in a single course may dilute focus and impede depth.

The instructor must balance general language skills with the introduction of specialized vocabulary, academic registers, and domain-specific cultural norms across three fields (Anthony, 2018). This balancing act is especially demanding for students at the A2 level, given their limited ability to grasp complex grammatical forms and specialized lexis. As a result, managing heterogeneous disciplinary objectives in one classroom requires carefully designed materials, targeted scaffolding, and alternative assessment

strategies that capture each domain's essential competencies without overburdening or fragmenting learner progress (Brown & Abeywickrama, 2019).

Results to solve this issue:

The instructor had previous work and educational experiences in certain fields within those three departments' specialties. In addition, she gathered information about those three departments' emphases from students, websites, and the teacher's community. Then, she decided to what knowledge and skills across the board and which English level will be appropriate for students in this group. In addition, the instructor also recruited 12 her ESP international students to become the cultural exchange partners to share their countries' languages, food, holidays, and customs that fit into the cross-cultural communication day (Images 3, 4, and 5). Those foreigners shared their experiences. Through their sharing, the course students utilized vocabulary, grammar, and sentence starters to interview those foreigners. Later, they presented their findings as part of the midterm exam.

	**Image 3.** Gicamo, on the left, shared his Italian origin with Howard, Yuki, and Chaya.
	**Image 4.** Jayna, in the center, shared her Vietnamese origin with Wit, Casual, Lucas, Mingu, and Julia.
	**Image 5.** Victor, the center left, shared his Polish origin with Ian, Lance, and Jason.

<Students' Learning Attitude and Motivation>

Students' English proficiency scores from two of the three majors are generally ranked the lowest among all departments. When English fundamentals aren't strong, it is difficult for students to continue in the rigid and structured English at Wenzao. Therefore, as students progress to higher levels, they often discover their lack of basic understanding of English and gradually can't catch up with more advanced English.

However, even though a lack of strong English fundamentals seems to be an issue, the learning attitude is passive, and motivation is low. Their absence and tardiness were more frequent among those

from other classes simply because they couldn't connect the importance and value of improving English proficiency to their future employment.

Results to solve this issue:

The instructor redesigned all the worksheets using Large Language Models (LLMs), particularly ChatGPT. The ESP and workplace related English target at leat intermediate B2 learners (Laurence, 1997). The instructor required to simplify the content materials that fit the college requirements and students' English proficiency, so the LLMs became ideal tools to use to adjust the content and instruction level. In addition, the instructor also wrote and spoke in Mandarin when the content required students' attention to facilitate their learning and lower their burden (Ratna, 2018). In addition, the instructor linked all the essential exercises and practices together while providing individual or group activities as bonus points to encourage students to learn. Meanwhile, she also chuncked large assignments into small pieces and facilitate students to complete them step by step inside the classroom. Even though their English proficiency level needs to improve, students' utilization of English in workplace is also equally important. Finally, the instructor limited students to use their notes and handouts with partners' support to complete parts of the exercise without any support from the electronic devices (Image 6). After completing the parts by themselves, they would learn how to use AI chatbots to facilitate their corrections and provide feedbacks. The instructor would check both parts to determined how many points individuals or groups received.

Image 6. Han Lin (Right) and Bernie (Left) attempted to complete the conversation samples together with class notes.

Image 7. Students typed their prompts into AI chatbots to receive the feedback and began to correct their writing.

Teaching Philosophy

The instructional approach for this A2-level English for Specific Purposes (ESP) course is grounded in a learner-centered, constructivist framework, whereby students are encouraged to actively engage in constructing knowledge through practical, authentic tasks (Vygotsky, 1978). By integrating principles of project-based learning (PBL) (Thomas, 2000) and experiential learning (Dewey, 1938), the curriculum nurtures critical thinking, collaboration, and real-world application. The incorporation of generative artificial intelligence (AI) tools—most notably ChatGPT and Gemini for text simplification and Clipchamp's AI-based speech analytics—further aligns the curriculum with contemporary digital literacy requirements, thereby positioning students as active problem-solvers and co-creators of knowledge (Kessler, 2018).

Project-Based Learning

Project-based learning (PBL) lies at the core of this course's teaching philosophy, positioning students as active investigators who create tangible products while advancing their workplace English. In line with Thomas's (2000) definition, projects are extended, inquiry-driven tasks that culminate in authentic artefacts—brochures, menus, festival slides, or videos—rather than isolated language drills. Throughout each project, learners pose questions, design solutions, and evaluate outcomes, engaging in the cyclical processes of planning, drafting, revising, and reflecting. Because these activities unfold in collaborative settings, they resonate with Vygotsky's (1978) social-constructivist view that knowledge is co-constructed through dialogue and scaffolded support, thereby integrating cognitive, social, and affective dimensions of language learning.

The restaurant and hospitality unit illustrates this philosophy. After explicit work on vocabulary, grammar, and sentence starters for dining contexts, students hand-drafted menus and then interacted with an AI chatbot that simulated a server. By supplying the chatbot with their English level, the menu image, and a rubric screenshot, learners engaged in unscripted, real-time ordering dialogues and immediately solicited feedback on accuracy, politeness, and task completion. This digital role-play merged linguistic rehearsal with authentic communicative pressure—an environment that a single instructor could not replicate on demand—and required subsequent self-assessment and peer evaluation, essential components of PBL's reflection phase.

A second example comes from the travel unit's paired festival presentation. Teams researched the origins, customs, and foods associated with a selected holiday, generated a representative image via Bing Image Creator, and then anchored their oral presentation to both the research findings and the AI-produced visual. Audience members from other groups provided structured feedback on strengths and areas for improvement, sharpening the presenters' awareness of clarity, coherence, and intercultural relevance. In this way, the project nurtured language fluency, digital-media literacy, and collaborative competencies, demonstrating how PBL can weave multiple skill strands into a single performance task.

Together, these projects exemplify a PBL-oriented ESP curriculum that values inquiry, authenticity, and iterative feedback. By engaging students in meaningful design tasks, affording autonomy to make linguistic and strategic choices, and embedding systematic peer and AI-mediated reflection, the course fosters not only domain-specific language mastery but also the critical-thinking, self-management, and teamwork skills essential for future professional contexts.

Experiential Learning Theory

Experiential learning frames this course's pedagogy by asserting that knowledge is constructed when learners act upon, then reflect upon, concrete experiences in carefully designed environments (Dewey, 1938). Rather than memorizing decontextualized rules, students apply language concepts in authentic tasks, scrutinize the results, and iterate—a cycle that mirrors Kolb's (2015) stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Such recursive engagement strengthens ownership, motivation, and higher‑order thinking, thereby promoting durable language proficiency.

A travel unit's "cross-cultural communication day" illustrates this philosophy in practice. After rehearsing unit vocabulary, grammar, and sentence starters, nine student teams researched the backgrounds of ten visiting international peers from Europe, East Asia, and Southeast Asia. During a forty-minute exchange, class members used their prepared English questions, visual aids, phone translators, and Google images to explore each guest's traditions, foods, and holidays. Teams gathered notes, photographed their guests, and later synthesized these data into mid-term presentations that showcased both linguistic competence and intercultural insight. The activity provided a controlled yet authentic arena in which A2 learners bridged classroom content with genuine communicative need, thereby moving through Kolb's experiential cycle.

The final workplace unit extends the same logic to career readiness. Students first mastered job-search vocabulary and grammar, then located real vacancies aligned with their majors, crafted résumés, and drafted English self-introductions tailored to stated qualifications. Before delivering these introductions

for the final exam, students could voluntarily submit practice recordings to an AI chatbot and receive formative feedback for bonus credit. By simulating an actual hiring pipeline—from reading job ads to composing professional e-mails and practising interviews—this assignment enabled learners to deploy limited English within a credible employment scenario, reinforcing motivation through clear real-world relevance.

Together, these projects demonstrate how experiential learning fuses language form and communicative function. Through immersive tasks, iterative feedback, and structured reflection, students not only acquire ESP terminology and grammar but also internalize problem-solving strategies transferable to cross-cultural encounters and workplace challenges.

Learning Center Approach in ESP on Alternative Assessment

A learning-center approach within a workplace English curriculum creates flexible stations—physical or digital—where learners engage with specialized tasks at a self-selected pace, thereby matching individual proficiency levels and professional interests (Hutchinson & Waters, 1987). Each station foregrounds authentic communication functions: designing promotional materials, conducting mini-research, or rehearsing workplace dialogues. Because performance is judged through alternative assessments—portfolios, projects, and presentations—rather than solely standardized tests, students demonstrate competence in ways that more closely mirror real-world demands (Brown & Abeywickrama, 2019). Such performance-based measures cultivate autonomy, creativity, and critical thinking while ensuring that linguistic accuracy evolves in tandem with field-specific know-how.

In practice, this philosophy materializes through a constellation of formative, low-stakes activities that complement the course's major graded tasks. The opening ten minutes of many classes feature optional bonus quizzes delivered either on the Virtual Immersive Language Lab (VILL) platform or on reusable handouts; the objective is immediate retrieval practice and self-diagnosis of gaps. Additional pair work—such as audio dialogues—earns bonus credit once uploaded, while AI-mediated interactions (e.g., banking scenarios with a chatbot) let students obtain instant feedback on speaking accuracy and fluency. Beyond these alternatives and the scheduled unit tests, learners may also follow Wenzao's general English policy by booking sessions with the Linguistic Diagnostic Consulting Center (LDCC) to refine target skills. Collectively, these layered assessments honor learner choice, supply continuous feedback loops, and reinforce the course's commitment to authentic, profession-aligned language performance.

AI Integration in the Classroom and AI Assistance to the Instructor

Artificial-intelligence integration functions as both an instructional accelerator and a learner scaffold in this ESP classroom. Generative models such as ChatGPT rapidly simplify or enrich texts, align vocabulary with target proficiency bands, and generate real-time scaffolds that would otherwise require hours of manual rewriting (Hafner, 2014; Kessler, 2018). Analytics-driven platforms—e.g., Clipchamp's speech-feedback module—supply instant data on prosody and linguistic patterns, enabling formative assessment that instructors can act on immediately (OpenAI, 2023). By delegating routine adaptation and diagnostic tasks to AI, the instructor reallocates effort toward higher-order design: crafting authentic performance assessments and orchestrating interactive practice that cultivates digital literacy and critical thinking, competencies increasingly valued in the twenty-first-century workplace.

Concrete classroom workflows illustrate this philosophy. Workplace-English readings originally pitched at B2 level are passed through ChatGPT prompts to yield A2 versions, allowing less-proficient students to practise email responses to interview invitations without cognitive overload. Students then employ the same tool set to transform their résumés and scripts into slide bullet points, feed those points into Gamma AI for template generation, and refine delivery with Clipchamp's speaking analytics; advanced learners explore Google AI Studio's streamline function for additional feedback. Similarly, Bing Image Creator helps learners craft visuals that reinforce written content, while the instructor monitors prompt construction to ensure linguistic accuracy and task appropriateness. These AI-mediated cycles compress production time, freeing classroom minutes for rehearsed application and peer interaction, and demonstrate how artificial intelligence can simultaneously enhance instructional efficiency and deepen learner engagement.

（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)

This survey, “113-2 Innovative Course Survey,” was completed by 27 students and administered by the personnel from the Office of Academic Affairs (113-2 Innovative Course Survey, 2025). Mean ratings for the six Likert-scale items were as follows: Question 1 = 4.41, Q2 = 4.48, Q3 = 4.59, Q4 = 4.37, Q5 = 4.44, and Q6 = 4.41; the overall mean across the six items was 4.45, indicating uniformly strong agreement that the course meets its innovation goals.

Question	Average Score
Q1. I feel that this course aligns with the purpose of innovative teaching (e.g., the instructor introduces new concepts, methods, or creative ideas through teaching methods that combine theory and practice, material design, introduction of teaching aids, and teaching scenarios).	4.41
Q2. The teaching objectives set by the instructor are appropriate, and the teaching content can achieve the set teaching objectives.	4.48
Q3. The innovative teaching design planned for this course helps to expand relevant professional knowledge and abilities.	4.59
Q4. The innovative teaching design of this course helps to increase my learning interest and motivation.	4.37
Q5. I feel that this innovative teaching design has significantly helped my learning.	4.44
Q6. I hope that this course will continue to incorporate innovative teaching elements in the future.	4.41
Total average	4.45

Summary of the Q7 Qualitative Insights from Open-Ended Responses

Students frequently mentioned the integration of AI tools (e.g., ChatGPT, Gamma AI, Gemini) for various learning activities such as generating learning materials, practicing oral communication, and creating images. Additionally, interactive elements like group discussions, role-playing, and opportunities to interact with foreign students were highly appreciated. The use of multimedia, such as new media, was also noted for its contribution to understanding real-world workplace scenarios. The following are the 27 students’ comments translated from traditional Chinese to English on the Q7: “Based on your experience in this course, what innovative teaching elements do you think the instructor incorporated?”

1. Lots of practice with AI tools such as ChatGPT, Gamma AI, and Gemini—asking AI for worksheet revisions, oral- practice prompts, image generation, and more.
2. Learning how to use AI tools (ChatGPT, Gamma, Gemini) to study English, plus “New Media” modules that show real workplace scenarios.

3. I love interacting with international students, and the AI components of the course have benefited me greatly.
4. Added interactive features.
5. Added group- interaction activities.
6. Helped us connect with international students and quickly learn about other countries' cultures, religions, and beliefs.
7. Brought in a variety of innovative elements.
8. Used AI tools to enhance the course content.
9. Invited international students into class to communicate with us entirely in English, giving us direct experience speaking with foreigners.
10. Teaching methods that stand out from the usual approach.
11. Combined AI with a step- by- step plan toward our goals; every class required tasks and assessments, making learning efficient.
12. Using ChatGPT, AI- generated images, and chatting with foreigners.
13. Teaching through AI and conversing with foreign guests.
14. Talking with foreigners while weaving course material into the discussions.
15. Incorporated many teaching methods, such as practicing speaking with AI.
16. Leveraged AI to improve everyone's English—both written and spoken.
17. Enabled us to communicate with foreigners and learn about their cultures.
18. AI, ChatGPT, and exchanges with international students.
19. Covered workplace vocabulary—marketing, dining etiquette, etc.—and had international students present highlights of their hometowns.
20. Used AI, conversations with international students, and film- based reports.
21. Integrated AI to correct our speaking and writing, fostered interaction with international students to build oral skills and cultural awareness, moved beyond textbook- only learning, and revitalized vocabulary through context.
22. Used AI to deepen our understanding of English usage and to practice through AI dialogues.
23. Merged current AI technology—ChatGPT—into the course; the teacher embraces AI rather than rejecting it.
24. Added foreign students we can consult.
25. Unlike traditional teaching, firsthand accounts from others helped us understand local cultures and improve communication.
26. Invited international students to give oral presentations about their cultural traditions.
27. The teacher introduced interactive group discussions and real- life case studies to make learning more engaging and practical.

Suggestions for Future Innovative Learning Content:

- More AI-related courses and applications: Students expressed a desire for continued and expanded use of AI in learning.
- Increased interaction opportunities: More chances to interact with foreign students and engage in group activities were requested.
- Diverse and practical content: Suggestions included incorporating religious or festive themes, and more practical, real-world, relevant content.
- Language accessibility:** Some students, particularly those with less proficiency in English, suggested incorporating more Chinese instruction to aid comprehension.

Other Suggestions:

General feedback included positive remarks about the course's effectiveness and enjoyment. However, some students reiterated the need for simpler English or more Chinese instruction, indicating a potential language barrier for some learners.

In conclusion, based on the survey outcome, this course's students with average A2 English proficiency responded with four core teaching philosophies: project-based learning, experiential learning, learner-centered method, and AI integration/assistance. Replacing the traditional English language teaching methodologies, the instructor allowed students with low English ability to apply what they learned in class to real-life situations. In addition, the English topics, vocabulary, grammar, and knowledge were more relevant to students' majors. Finally, students with limited English ability have now learned how to utilize AI tools to support their English learning, instead of misusing the AI technology for unethical purposes.

However, this survey also reflected that students without the required B2 proficiency to learn ESP could potentially disrupt their disruption for them to build their solid English foundation that might support them not only to pass the graduation threshold but also advance to further EMI courses smoothly. Even though AI could be a potentially helpful support than just a regular translator, it can still be a barrier for students to become less motivated to learn or move up to the according language proficiency level.

Finally, this type of course significantly burdened any instructor because there were no specific guidelines, content materials, or text to follow. Even with AI tools, this kind of class challenges the instructor's own expertise and creativity while being time-consuming without much effect on students' proficiency and utilization. This part will be further discussed in the section on "Improvement of the problem after the implementation of the project."

Chen, H.- Y. [陳虹育]. (2025). *113- 2 創新課程問卷統計* [Innovative course survey statistics] [Data set]. Google Sheets. https://docs.google.com/spreadsheets/d/1yWJEFe_GMKxav5opdQl1Ax-FtSf52heX

（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

Travel Unit

In the travel unit, there are four sections: food ordering, hotels, customs around the world, and festivals. The instructor modified her worksheets and content materials between the A2 and B1 levels. However, most handouts were usually based on the A2 level. Only after students practiced the first round of A2 level worksheets would their next level worksheets be around the B1 level. When they were doing worksheets, the instructor encouraged them to use the class notes and write the worksheets first by themselves. After that, they could use cell phones to check the accuracy and write down the vocabulary they didn't know.

Each section usually has an individual or a group project that allows students to utilize what they learned, such as food ordering with an AI chatbot, festival presentation, and hotel paired recording. The majority of those projects are usually graded and related to the speaking part of the midterm and final exam. The bonus points were usually provided when students completed section by sections of their projects within the class time.

All four of the teaching philosophies were utilized here. First, the instructor provided small to medium-sized projects to build up students' speaking, organization, and language proficiency, which allowed them to have relevant practices with teammates' help. Meanwhile, besides unit tests, the instructor offered a bonus review quiz and various class activities to encourage students to participate and improve their language proficiency. Next, the accumulation of their practices eventually led to a real-life scenario of Cross-Cultural Communication Day when they utilized what they learned in the class to communicate and interview with the international students. Finally, they presented what they had as part of their midterm exam. Inside this unit, the instructor also used AI to reduce the difficulties of the English level to fit the students' level. At the same time, the instructor also taught students how to use AI tools to increase their efficiency while keeping their originality without overusing AI tools.

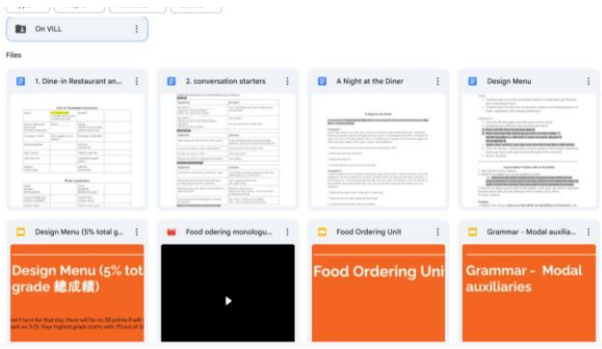


Image 1. This is an example of how each section consists of vocabulary, grammar, project-based activities, and practice worksheets.

Design Menu (5% total grade 總成績)

Goals:

1. Students learn to use the vocabulary above to design their own Western dine-in restaurant menu.
2. Students learn to utilize the conversation starters and modal auxiliaries to make suggestions and indicate preferences

Instructions

1. Use your A4 size paper and color pens in front of you
2. Create/design a Western dine-in restaurant menu
3. **Only use the food vocabulary above.**
4. **You must have the following sections on your menu: 1. starter/appetizer 2. side dish 3. main course 4. dessert 5. beverage/drink**
5. **Under each section, you can only have two food items with prices**
6. Time: 20 minutes (Please take a picture/upload to the Google Classroom/ hand your menu with your name in the back to the instructor)
7. Score: 30 points

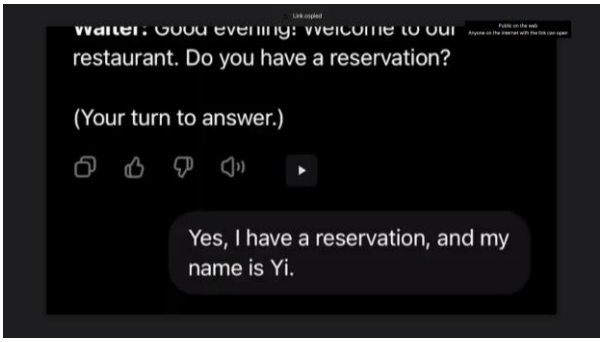
Conversation Practice with an AI chatbot

1. Take a picture of your drawing
2. Upload to AI chatbot and use the speaking function
   - say: Please use the image content to help me practice food ordering in the dined-in restaurant. I have an A2 to B1 level. Please be the waiter who takes my order. I will be the customer. The conversation has to last about 45 seconds.
3. Record your whole practice with the AI Chatbot - in the video, you need to show your face and phone while you are speaking to the AI chatbot on the phone.
4. Score: 70 points

Grading

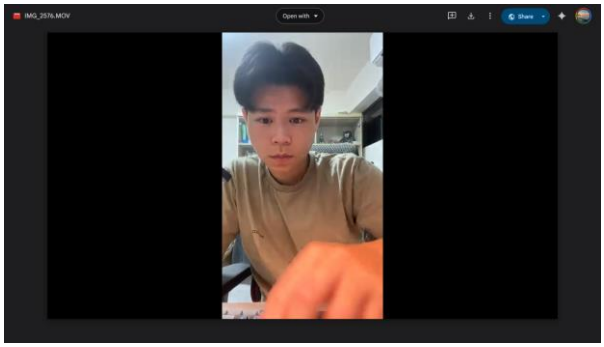
1. Delivery 30%: did you **show your face while you are talking on the phone** in the video? Did you **speak for 45 seconds**? Did I hear your voice and AI respond voice loud and clear?
2. Content 30%: Did you include **the conversation starters**? Did you include the **vocabulary and grammar** from the traveling unit?
3. Language 10%: did you **pronounce** everything correctly? Did you speak with the correct register and grammar?

Image 2. This is an example of the instructions for the graded assignments. This is the first menu design and food ordering with an AI chatbot practice.



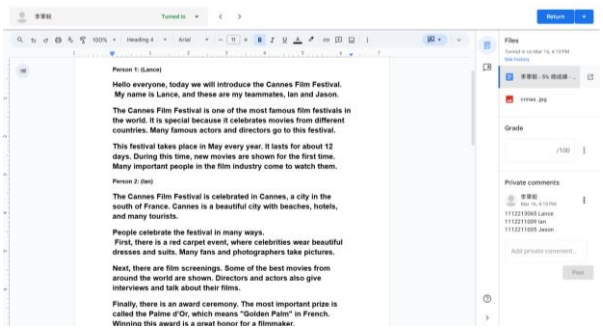
https://drive.google.com/file/d/1SnxsYBAy8HT0RmMrjxBcfMJt2tUhVDPP/view?usp=sharing

Image 3. The student recorded his conversation with the AI chatbot on his phone screen.



https://drive.google.com/file/d/1TqO4VkbinDby_EEEJUlGQPtNG_LA6aSZ/view?usp=sharing

Image 4. The student input prompts and necessary information for the AI chatbot. Then, he began the role-play scenario with an AI chatbot.



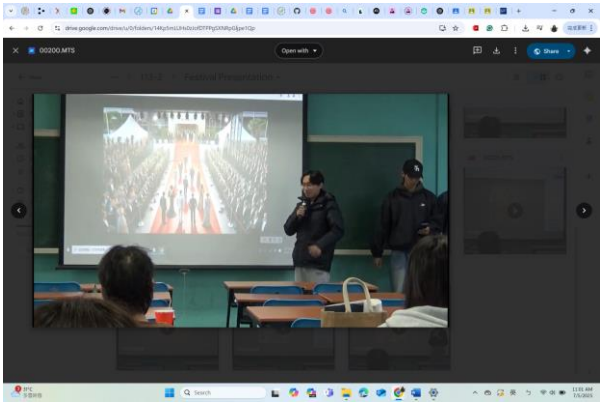


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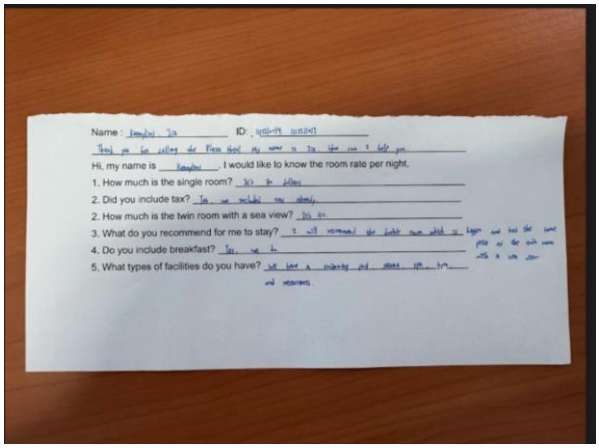
Image 5. These are the samples of the group's presentation script and AI-generated image for its topic for the festival presentation.	Image 6. This is an example of a class festival presentation.
	https://drive.google.com/file/d/1xmHzNx7xlG93RzPUTvF8I2_fZuYeJdld/view?usp=sharing
Image 7. This is an example of a pair bonus point exercise related to the hotel lesson.	Image 8. This is an example of an audio recording of students' practice of booking a hotel room.

Besides the unit test (the average was 69.5), students' average score was above 85 in the menu design and AI chatbot activity because some students didn't hand in the right footage, and some people simply didn't send in their videos on time. For the paired festival presentation, students received 79 an average score. However, four pairs consistently scored above 92 for their presentation, while two pairs didn't show up for the presentations. The majority of them scored between 82 to 88. For the hotel audio bonus exercise, as long as students submitted and followed all the criteria, they would receive the full bonus points that could compensate for 60 percent of their general grade.

Cross-Cultural Communication Day and Practice

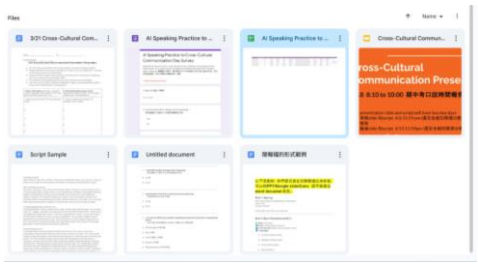
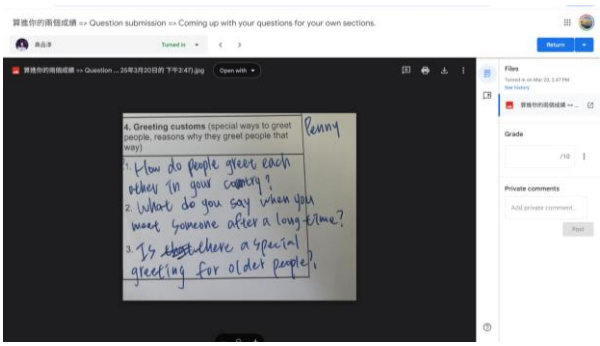
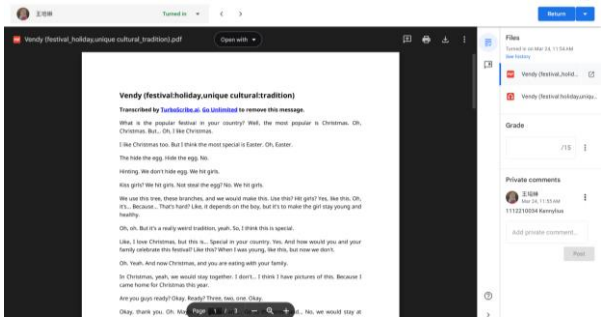
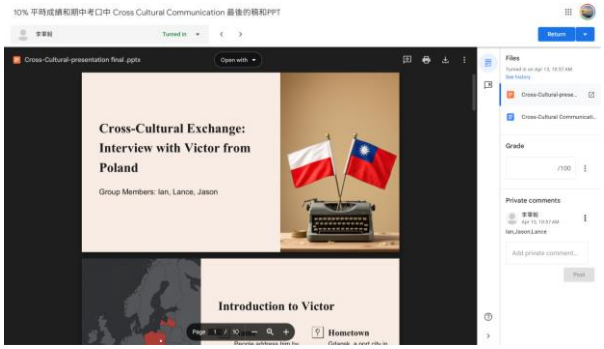
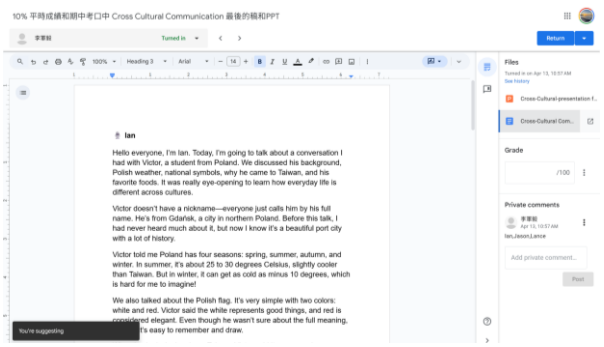
	

Image 9. This is the sample to show all the content materials for supporting students to prepare for this	Image 10. This is a student's handwritten sample for her questions to the international student.

cross-cultural communication day, and also their presentation.	
 https://drive.google.com/file/d/1RBgF3K1oSk6DSwuBfCjgxe1f6kk62VWn/view?usp=sharing	https://drive.google.com/file/d/1V5yEstgk2ThCibyeRBw3Ud5iD9uj7ZWf/view?usp=sharing
Image 11. This is a sample transcript from the recording of one of the group's interviews.	Image 12. This is a sample of a recording from one of the group's interviews with an international student.
	
Image 13. This is a full shot of everyone who participates in the Cross-Cultural Communication Day.	Image 14. From left to right, there are Vendy (Czech Republic), Jia, Han Lin, Yvett, and Kennylius.
	 https://drive.google.com/file/d/1JM-W4TZqgDdSsfRav-8NQduoWp7KDH9b/view?usp=sharing
Image 15. In this group interview, Dorian (France) talked about his country to Aila, Mingu, Penny, and Susan.	Image 16. Victor (Poland) tried to describe his country to Ian, who fiercely wrote down the notes, while Lance was observing and Neo was facilitating.
	

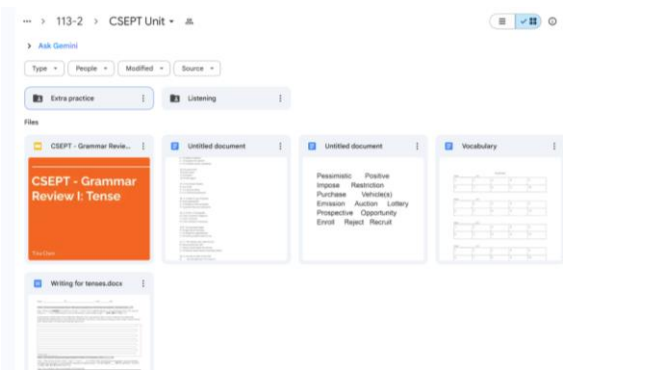
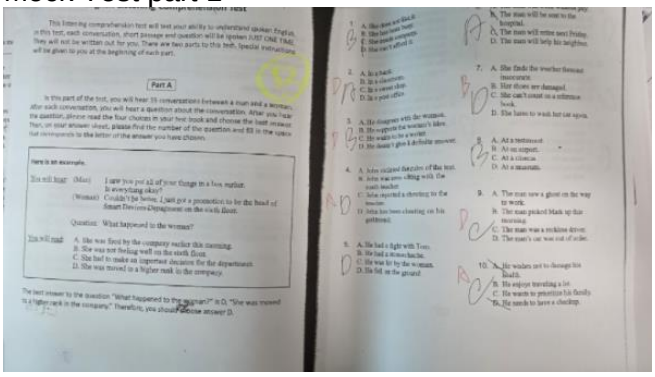
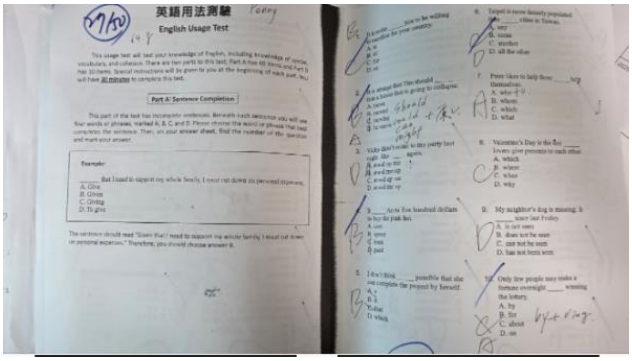
https://docs.google.com/presentation/d/12Acl1KrVwBP95Q9LyiTPITPYzAZ_BJ6j/edit?usp=sharing&ouid=110823136904436909817&rtpof=true&sd=true	https://docs.google.com/document/d/1f6pku_DvCLEOVOSPhIApXSUrEHWgvvlwB5ZR88DeLVM/edit?usp=sharing
Image 17. This is a student's sample to utilize Gamma AI to create the slide.	Image 18. This is a group sample that combines human creation of the script with AI support.
 https://drive.google.com/file/d/1bC19k5EQCN8Hp505VMWyXJ4qLktyyXAp/view?usp=sharing	 https://drive.google.com/file/d/1sfWE-4AK1bArLY2SQBTCzMrpuqbQJ-QU/view?usp=sharing
Image 19. Cross-cultural Presentation This group introduced an Italian international student as a part of their midterm speaking exam.	Image 20. Cross-cultural Presentation This group introduced a French student's language, holiday, and costumes as a part of their midterm speaking exam.

Until the midterm exam presentation, students were encouraged and required to complete every step as bonus points and piece by piece in class to prepare for this presentation. When the midterm exam presentation day came, every group finished their presentation and received an average score of 81 because seven students didn't memorize the script, as part of which criteria and caused the team's score to drop. However, two groups received 100 for their presentations.

CSCEP Unit

This unit focused on preparing students to pass their majors' graduation thresholds. Therefore, all the handouts and exercises were heavily emphasizing students' listening, reading comprehension, and language usage. However, the instructor also designed a writing part for students to practice their English descriptive writing with AI's facilitation. The instructor only needed to provide feedback on structures and content, instead of correcting only the grammar.

This unit applies two core teaching philosophies. The first one is the Learning Center Approach in ESP on Alternative Assessment. Even though the students' level is at A2, the varieties within the A2 level are difficult to design the ESP or workplace English. As a result, the instructor utilized AI tools to support her variation that can cover this range and allows students to practice more efficiently within their level. The second one is the AI Integration in the Classroom and AI Assistance to the Instructor. Instead of only spending time on correcting the grammar part of the writing, the instructor designed the lesson to teach students to use ChatGPT and Gemini correctly. First, the instructor requested students to write with certain language usage and vocabulary from CESPT on a topic by hand. Next, she asked them to take out their phones to upload their writing images with the prompts that the instructor designed. Then, students were required to correct their writing according to AI as a final version. Finally, the instructor offered them how to improve their writing content and sentence organization. With the support of AI and an accurate attitude toward AI utilization, students and the instructor both can work and learn efficiently and productively.

	CSEPT writing sample
Image 21. This is a sample of content materials for the CSEPT preparation review.	Image 22. This is a sample of a student's handwriting utilizing the vocabulary and grammar from CSEPT practice. Then, students followed the instructor's prompts to correct and revise their handwriting.
Mock Test part 1 	Mock Test Part 2 
Image 23. After practicing key reviews on CSEPT, students took a full mock test on the listening part.	Image 24. After practicing key reviews on CSEPT, students took a full mock test on the listening part.

According to the Center for English Language Teaching's CSEPT report, the class average CSPET score went from 136 to 148. The largest increase was a student who had 142 to 200, with 48 48-point improvement. However, there was a large decrease in the student went from 132 to 94. Among 36 students, two students dropped out of the first-level class. Six students moved up to the highest-level class. The rest of the students remained in the same class or dropped to the second-level English class. The moving-up and remaining-in-the-same-class students were usually the ones who improved on this year's CSEPT and also the ones who attended and paid attention in class more regularly.

Banking and Job Searching Unit

This last unit focused on the utilities of common workplace English, such as banking and job searching. In any job or daily life, students need to deal with how to deposit, withdraw, and apply for any account or loan. Students first filled out a sentence starter handout that contains different types of conversations and vocabulary occurring in the bank with their partner. Then, they went home and used the instructor's slide to practice and record their conversations with AI. Meanwhile, they also received feedback from AI for improvement. Furthermore, the instructor taught students with specific terminology, grammar, and workplace knowledge for their majors. Their final product is to perform an English self-introduction that targets their workplaces. They first needed to search for the job postings and complete their resumes. Next, they needed to look at the qualifications and requirements from the job postings to know how to construct their final 1.5-to-2 2-minute self-introduction. Then, the instructor offered a handout with guided questions and a sample to offer some clarity for students to prepare.

This unit applies experiential learning, project-based learning, and AI Integration in the Classroom. For experiential learning, students learned how to apply what they acquired from handouts, exercises, and reading comprehension to organize and design their own workplace English self-introduction. For project-based learning, students collaborated with their peers to complete the sentence starters and conversations on banking topics. Then, after becoming familiar with the banking terminology and knowledge, students recorded their practice with an AI chatbot to show their final learning outcome. As for this unit, students were always required to write anything by themselves first, with the class handouts and notes, without their electronic devices. Afterwards, they could correct what they wrote with AI tools. This unit fostered students' ability to work with the AI technology without overuse or dependency. Meanwhile, the content is also relevant to students' future workplace.

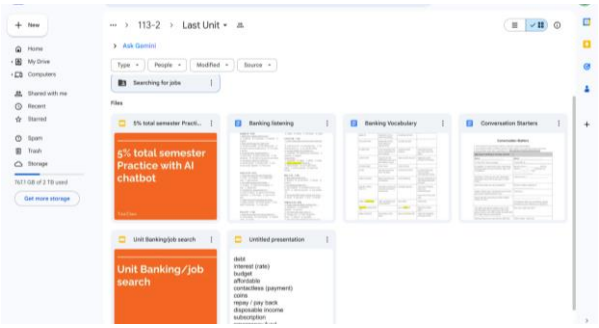


Image 25. This is an overview of banking unit materials.

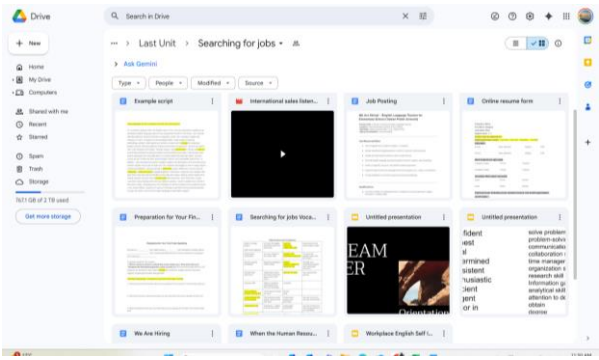


Image 26. This is an overview of the job searching unit.

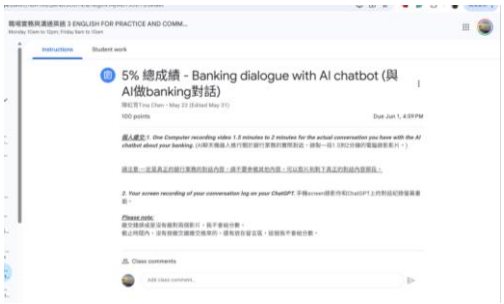


Image 27. This is an image of the Google Classroom instruction and grading guidlines.

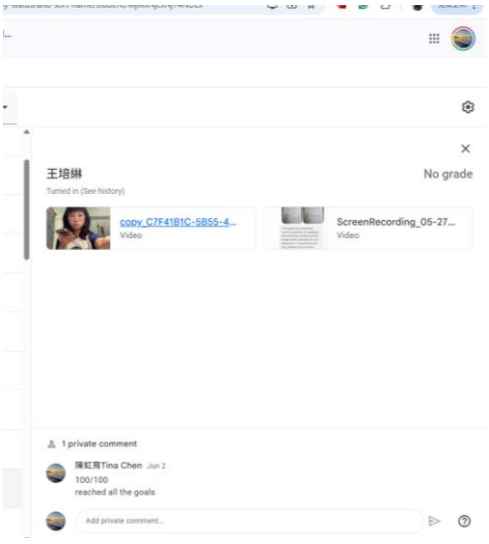


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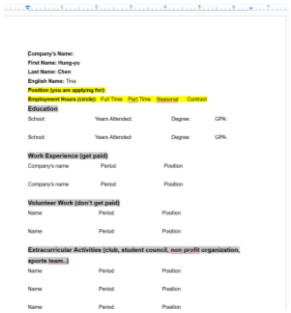
Image 28. This is an example of a student's practice with an AI chatbot.



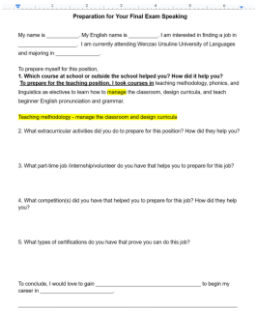
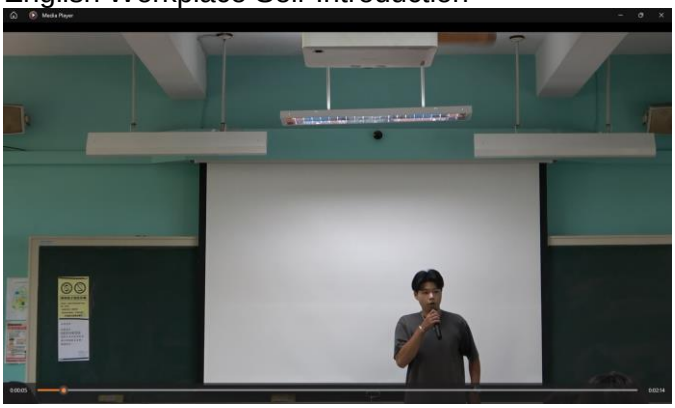
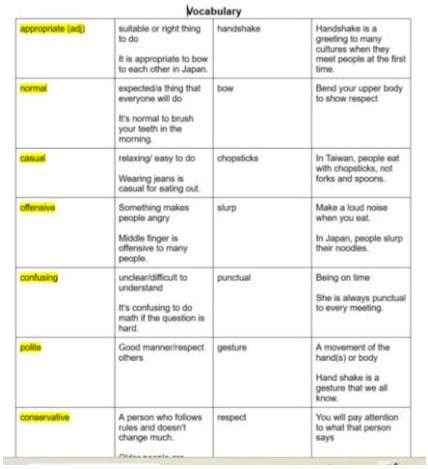
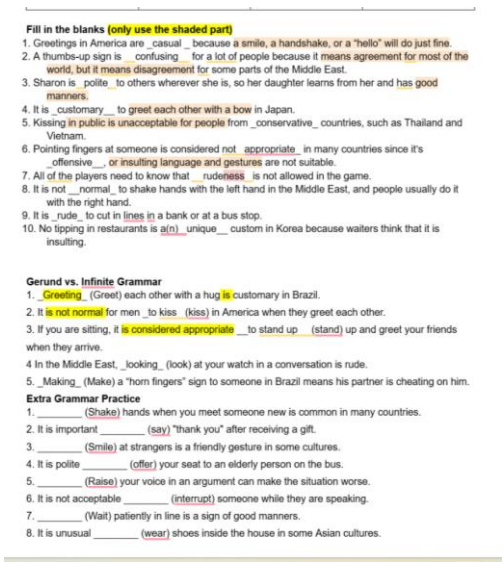


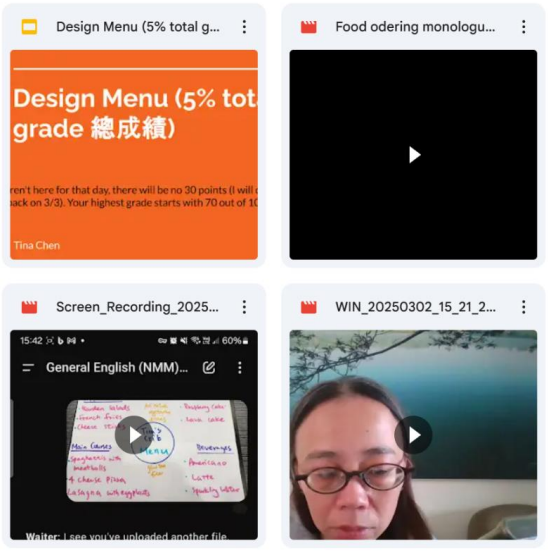
Image 29. This is an example of a handout that helps students complete their resumes.	Image 30. This is an example of a self-introduction structure that can become students' scripts.
English Workplace Self-Introduction  https://drive.google.com/file/d/1UMUKeXLBGNW-1mJQIDEXaYztIKYkNsLU/view?usp=sharing	English Workplace Self-Introduction  https://drive.google.com/file/d/1aDxwYwzwG3JdyktXNRgrw3ZWMDRdFmok/view?usp=sharing
Image 31. This is a student's final presentation on their self-introduction to the class. She received the full score.	Image 32. This is a student's final presentation on their self-introduction to the class. He received the full score.

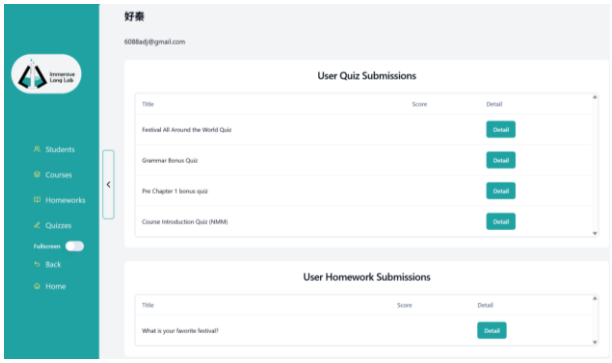
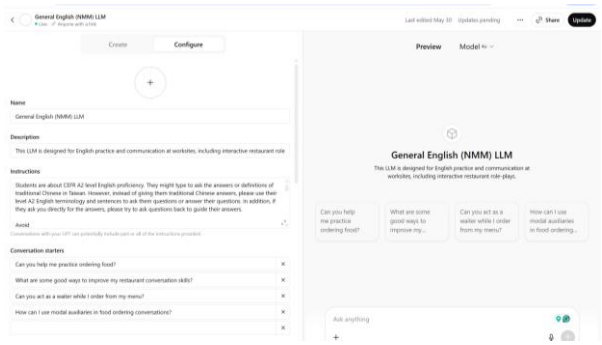
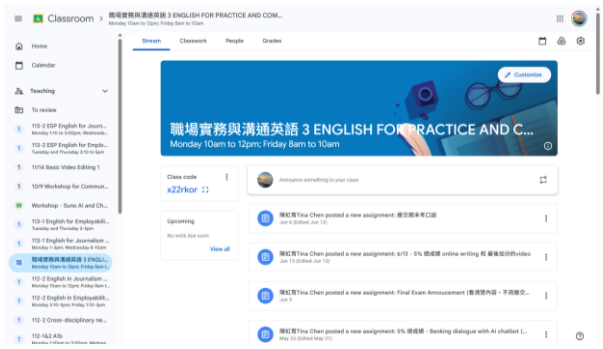
This unit didn't have a unit test because of the time constraint. However, the instructor offered a comprehensive review of worksheets and spent three hours working through the questions. For the individual's final exam, English workplace self-introduction, they received 88 as a class average score. Three students received a full score, while two students received a score below 60. Subsequently, those were the two students who failed the class, along with the other two students who never appeared in class.

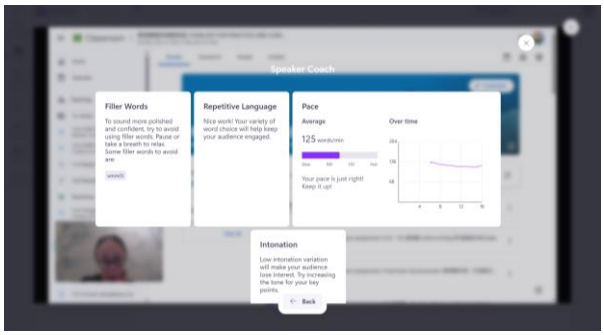
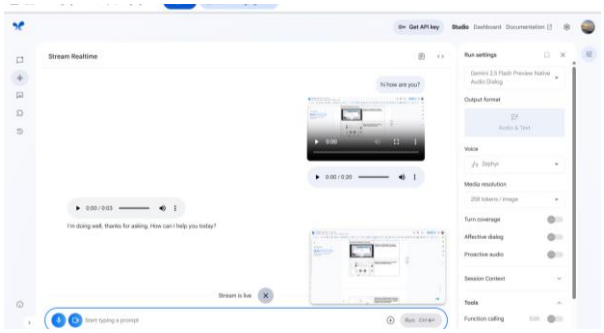
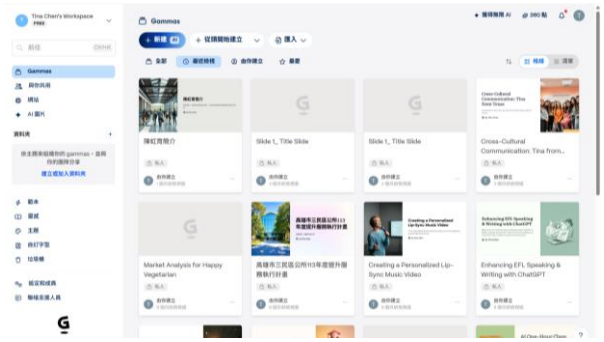
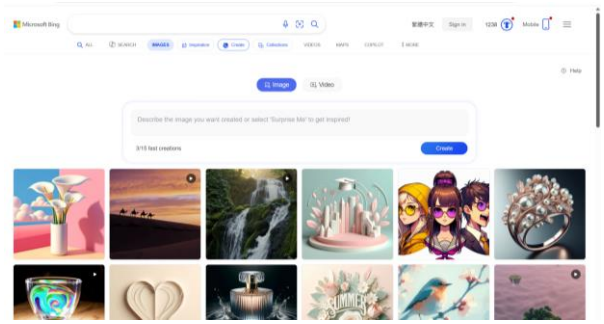
Teaching Materials and Tools

Examples of overall teaching materials	
 Vocabulary appropriate (adj) — suitable or right thing to do. It is appropriate to bow to each other in Japan. — handshake — Handshake is a greeting to many cultures when they meet people at the first time. normal — expected/a thing that everyone will do. It's normal to brush your teeth in the morning. — bow — Bend your upper body to show respect casual — relaxing/ easy to do. Wearing jeans is casual for eating out. — chopsticks — In Taiwan, people eat with chopsticks, not forks and spoons. offensive — Something makes people angry. Middle finger is offensive to many people. — slurp — Make a loud noise when you eat. In Japan, people slurp their noodles. confusing — unclear/difficult to understand. It's confusing to do math if the question is hard. — punctual — Being on time. She is always punctual to every meeting. polite — Good manner/respect others — gesture — A movement of the hand(s) or body. Hand shake is a gesture that we all know. conservative — A person who follows rules and doesn't change much. — respect — You will pay attention to what that person says	**An example of domain-specific vocabulary and phrases from the travel unit**

 **Fill in the blanks (only use the shaded part)** 1. Greetings in America are _casual_ because a smile, a handshake, or a "hello" will do just fine. 2. A thumbs-up sign is __confusing__ for a lot of people because it means agreement for most of the world, but it means disagreement for some parts of the Middle East. 3. Sharon is _polite_ to others wherever she is, so her daughter learns from her and has good manners. 4. It is _customary__ to greet each other with a bow in Japan. 5. Kissing in public is unacceptable for people from _conservative_ countries, such as Thailand and Vietnam. 6. Pointing fingers at someone is considered not _appropriate_ in many countries since it's _offensive__, or insulting language and gestures are not suitable. 7. All of the players need to know that __rudeness__ is not allowed in the game. 8. It is not __normal_ to shake hands with the left hand in the Middle East, and people usually do it with the right hand. 9. It is _rude_ to cut in lines in a bank or at a bus stop. 10. No tipping in restaurants is a(n) _unique__ custom in Korea because waiters think that it is insulting. **Gerund vs. Infinite Grammar** 1. _Greeting_ (Greet) each other with a hug is customary in Brazil. 2. It is not normal for men _to kiss_ (kiss) in America when they greet each other. 3. If you are sitting, it is considered appropriate __to stand up__ (stand) up and greet your friends when they arrive. 4 In the Middle East, _looking_ (look) at your watch in a conversation is rude. 5. _Making_ (Make) a "horn fingers" sign to someone in Brazil means his partner is cheating on him. **Extra Grammar Practice** 1. _____ (Shake) hands when you meet someone new is common in many countries. 2. It is important _____ (say) "thank you" after receiving a gift. 3. _____ (Smile) at strangers is a friendly gesture in some cultures. 4. It is polite _____ (offer) your seat to an elderly person on the bus. 5. _____ (Raise) your voice in an argument can make the situation worse. 6. It is not acceptable _____ (interrupt) someone while they are speaking. 7. _____ (Wait) patiently in line is a sign of good manners. 8. It is unusual _____ (wear) shoes inside the house in some Asian cultures.	**An example of vocabulary and grammar practice from the travel unit**
Different Ways to Greet People Around the World People greet each other in many ways, depending on their culture. In Thailand, a traditional greeting is called the "wai." People press their hands together like they are praying and bow slightly. This is a sign of respect, especially when greeting elders or important people. In France, friends and family usually greet each other with cheek kisses. The number of kisses depends on the region, but two to four kisses are common. In Turkey, people often greet by shaking hands firmly. However, if they are close friends or family, they may kiss both cheeks and even touch their foreheads together. In some cultures, greetings involve body language. In India, people say "Namaste" while pressing their hands together and slightly bowing their heads. This greeting is polite and respectful. In Kenya, the Maasai people greet each other by spitting on the ground or lightly spitting on their hands before shaking hands. This may seem unusual to outsiders, but in their culture, it is a sign of great respect. Gestures can also have different meanings in different countries. For example, in Greece, waving with an open palm can be offensive. In Japan, pointing at someone is considered rude, while in Western countries, it is normal. Learning about greetings in different cultures helps people avoid misunderstandings and show respect when traveling or meeting people from different backgrounds. **A. True or False?** 1. The "wai" is a traditional greeting in Thailand. 2. In France, people never kiss on the cheek when greeting. 3. In Turkey, only close friends or family kiss on the cheeks when greeting. 4. The Maasai people in Kenya shake hands without any special gestures. 5. Pointing at someone is considered rude in Japan. **B. Multiple Choice** *1. What is a common greeting in Thailand?* a) A handshake b) A bow with hands pressed together c) A hug *2. How do people in France usually greet close friends?* a) By kissing on the cheek b) By shaking hands c) By pressing their hands together *3. What do people in India say while greeting with a respectful bow?* a) "Bonjour" b) "Namaste" c) "Hola" *4. In which country can waving with an open palm be offensive?* a) Greece b) Japan c) Brazil *5. How do the Maasai people show respect when greeting?* a) By bowing b) By spitting on the ground or their hands c) By hugging **C. Fill in the Blanks** 1. The traditional greeting in Thailand is called the _____. 2. In France, people often greet friends with _____ on the cheek. 3. In India, people say "_____" while pressing their hands together. 4. In Turkey, close friends may _____ both cheeks when greeting. 5. In Japan, _____ at someone is considered rude.	An example of adjusted reading comprehension by ChatGPT for the travel unit.
 	An example of slide teaching materials from the travel unit.

Rules 1. Introduce a festival with the vocabulary and sentence starters on the worksheet 2. **Use AI to create a suitable image to represent your festival** 3. Everyone has to speak without a script. (He/she can't just do the beginning and the ending.) Suggested Script 1. Hello everyone, today we will introduce ___(which festival) ___. My name is _____, and those are my teammates, _____. 2. What is this festival called? This festival is called _____. 3. When does this festival take place? This festival takes place on (or in) _____. 4. Where is this festival celebrated? It is celebrated in _____. 5. How do people celebrate it? (Use the vocabulary on our sheet) ___(use at least 2 sentences)_____ 6. How long have people celebrated it? People have celebrated it for (or since) _____. 7. Why do people celebrate it? People celebrate this festival because _____. 8. Do you like this festival? Why or why not? We like(don't like) this festival because it is so(or such)_____ that _____. 9. Thank you for listening. I hope you like our presentation. **English AI image prompt 打給AI影像生成的提示** (Hint: One sentence to describe what you see in this festival) 根據你第五題的答案，下去寫 Asian people are gathering to pray to their ancestors in the graveyard, cinematic style 用Bing Image Creator **Grading criteria 評分標準** 1. 20% Design: Does the AI image fit your festival? Does your prompt reflect your festival and image? 2. 30% Delivery: Is your voice loud and clear? Do you have a script with you? Do you make eye contact with the audience? Do you have good body language? 3. 30% Content: Do you use class vocabulary, sentence starters, and grammar? 4. 20% Language: Do I pronounce correctly? Do I have the right register? Do I say everything correctly? Do I have the right intonation?	An example of a bonus point practice handout from the travel unit.
	An example instruction on utilizing multimedia and AI tools to teach students how to utilize AI to practice their speaking.
Conversation Practice with an AI chatbot 1. Take a picture of your drawing 2. Upload to AI chatbot and use the speaking function 3. Record your whole practice with the AI Chatbot - in the video, you need to show your face and phone while you are speaking to the AI chatbot on the phone. Also screen record your script and feedback with a score from the chatbox. 4. Score: 70 points **Grading** 1. Delivery 30%: did you **show your face while you are talking on the phone** in the video? Did you **speak for 45 seconds**? Did I hear your voice and AI respond voice loud and clear? 2. Content 30%: Did you include **the conversation starters**? Did you include the **vocabulary and grammar** from the traveling unit? 3. Language 10%: did you **pronounce** everything correctly? Did you speak with the correct register and grammar?	An example of an instructional slide and also the grading criteria for the first speaking with AI chatbot graded assignment. The instructor left out the" analysis" part because the AI chatbot will react differently to students' initial responses, even if they all input the same materials. The instructor judged the "delivery" because the AI chatbot has a human-like quality with spontaneous responses. Unlike the rehearsed script, students definitely would have demonstrated different body language and facial expressions. For the content part, students input their notes and prompts into the chatbot. The most important part is whether the chatbot received the unit vocabulary and grammar. If it did, it would respond to the students accordingly. For the language part, if students don't pronounce or provide the correct words, the chatbot can react differently. The result simulates the real-life situations in which students responded accordingly.

Cross-Cultural Communication Day	
	Ten international students came to class to share their countries' customs, languages, food, and holidays.
Main software and AI tools	
	An example of Virtual Immersive Language Lab (VILL) Students can view the course materials. Additionally, they can also complete the review bonus quizzes at the beginning of each class. Sometimes, their bonus quizzes can be an interaction with the generative AI chatbot.
	The GPT that the instructor designed for the A2 level Workplace English. For example, their secondary market research on the nearby restaurant and shops can use the information on this GPT because the instructor has already input the data set and set up the prompt engineering for students to use.
	Google Classroom is the main source for posting class slides, instructions, and grading criteria. It is also where students submit all the assignments.
Unit-specific multimedia and AI tools	

	Students use Clipchamp's AI speech analysis to practice their presentations.
	More advanced students use AI Google Studio to help them practice their speaking with instant feedback.
	Students use Gamma AI to create their outline of presentation slides.
	Students use the Bing Image Creator (an AI-generated image creator) to create their ideal customer profile and other suitable images for their presentation.

（4） 計畫實施後問題改善狀況

Improvement of the problem after the implementation of the project

The instructor implemented two surveys: one is the semester beginning survey; the other is the end-of-year survey. 26 students participated in the semester beginning survey, while 32 students completed the end-of-year survey. The instructor matched her four core philosophies to those two surveys to show students' improvement. Below is an evidence- based comparison of the matched items that appear in both the semester- beginning and end- of- semester surveys. All figures are calculated on a 5- point Likert scale (Strongly Agree = 5 → Strongly Disagree = 1).

Matched construct	Start- of- semester mean	End- of- semester mean	Change	Explanation through the four pedagogical lenses
AI comfort → AI- tool learning gains	**4.15**	**4.69**	▲ +0.54	**Teaching Philosophy & AI Integration** Learner- centred use of ChatGPT / Gemini turned tentative users into confident co- creators. Routine text simplification, image generation and Clipchamp feedback embodied the course's constructivist stance that tools extend cognition when learners actively manipulate them.
PBL participation (yes/no) → Cross- cultural PBL satisfaction	**2.46**	**4.38**	▲ +1.92	**Project- Based Learning** . Only 15 % had prior PBL experience; by term's end, students strongly valued the cross- cultural festival project. Iterative design → AI- generated visuals → peer feedback mapped perfectly onto Thomas's (2000) inquiry- driven model, validating Vygotsky's social- constructivist claim that knowledge is co- built through scaffolding dialogue.
Public- speaking comfort → Course "stage" for presentations	**3.04**	**4.44**	▲ +1.40	**Experiential Learning** Kolb's cycle was visible: concrete presentations, AI/peer reflection, revised scripts, re- delivery. Confidence gains show that "learning by doing" with authentic audience pressure (AI chatbot + class peers) overcomes memorization- only approaches.

Group/individual preference → Teamwork experience	**3.27**	**4.62**	▲ +1.35	**Learning- Center / Alternative Assessment** Flexible stations (VILL quizzes, résumé clinics, AI role- plays) let students move at their own pace, yet require collaboration for summative festival & workplace projects. Continuous low- stakes checks kept cognitive load manageable, gradually shifting attitudes toward teamwork.

In conclusion, there is a significant enhancement in the digital- literacy leap. The survey results demonstrated that a high starting mean already indicated curiosity about AI, but systematic hands- on practice pushed the mean close to 4.7/5, confirming the course's AI- enhanced teaching philosophy. Moreover, the project-based learning (PBL) created transformation. The outcome showed that the nearly two- point gain from 2.46 to 4.38 shows that authentic artefact production (menus, festival slides) plus instant AI feedback converts "never- tried" learners into PBL advocates. The experiential theory part can be shown through students' confidence on stage. The evidence indicated that students moved from mild anxiety to solid self- assurance, illustrating how experiential cycles and rapid AI speech analytics demystify public speaking. The group work, along with individual AI tool assistance, presented students' appearance of using a Collaboration mindset – Initial ambivalence about group work turned into strong endorsement after structured team projects and alternative assessments demonstrated tangible benefits.

These shifts jointly affirm that a learner- centred, PBL- oriented, AI- supported curriculum not only builds ESP language skills but also cultivates the digital fluency, intercultural competence, and teamwork capacities essential for workplace success.

The semester beginning survey outcome

Dimension / proxy item	Mean (n = 26)	Reading of the number
Comfort using AI tools	4.15	Students already felt "more agree than neutral" about experimenting with ChatGPT/Gemini.
Confidence in ordering food in English	3.19	Just a hair above neutral ⇒ plenty still rely on translation for real- time speaking.
Comfort with public speaking	3.04	Barely above neutral; anxiety about spontaneous production remains.

Familiarity with own- field terminology	3.65	Mid- range: they recognise some specialist words but not enough to converse freely across majors.
Desire to raise the CSEPT score	4.62	Clear extrinsic motivation to “get the points.”
Enjoyment of creative tasks	3.46	Lukewarm enthusiasm for design- heavy projects.

(Mapping: “Very comfortable / Very confident” = 5, “Somewhat” = 4, “Not comfortable / Not confident” = 2, missing = NA.)

Overall, 22 out of 26 (85 %) have never done project- based learning. The three top self- reported difficulties were vocabulary (19), grammar (18), and speaking fluency (13). In terms of work- mode preference, there were 12 who chose individual tasks, 5 chose group work, and 9 said either is fine.

These numbers mirror the three instructor- identified issues:

Issue in class	Survey evidence that aligns
A2 proficiency & translation dependence	• Ordering food means 3.19, and public speaking means 3.04, confirming limited spontaneous output.• Vocabulary & grammar top the “challenge” list, matching the gap between receptive knowledge and productive fluency.• 85 % lack prior PBL exposure, so they have little practice turning passive language into autonomous communication.
Multidisciplinary ESP complexity	• Terminology familiarity only 3.65: students recognise some jargon but not deeply across the three fields.• High individual- task preference hints that weak specialist vocab makes group- of- mixed- majors interaction daunting.
Low motivation / passive attitude	• CSEPT- score desire peaks at 4.62 → students respond to *external* carrots, not intrinsic curiosity.• Creative- task score 3.46 and 12 “individual- only” choices suggest cautious engagement rather than enthusiastic collaboration.

This semester's beginning survey showed that students were eager to boost test scores and willing to try AI, but they still struggled with basic vocabulary and speaking nerves. Their grasp of business, digital content, and communication- arts terminology was patchy in both English and Mandarin, which makes cross- disciplinary teamwork feel risky. The survey echoed the instructor’s observations: bridging the A2- to- B2 gap, weaving three majors’ lexicons into one course, and sparking genuine motivation will all need carefully scaffolded, AI- supported, project- based tasks.

End- of- semester survey summary

32 students participated in this survey.

Core construct (representative item)	Mean (n = 32)	Start- of- semester mean (n = 26)	Movement	Teaching- philosophy link	Classroom- issue link
AI- tool mastery: "I learned how to use the newest AI tools…"	4.69	4.15	▲ +0.54	*Learner- centred / AI integration* – students now see generative AI as an everyday scaffold.	Helps A2 learners bridge the **translation- to- fluency gap** by offloading lexical searches.
PBL engagement : " I enjoyed the cross- cultural project day…"	4.38	2.46	▲ +1.92	*Project- Based Learning* – inquiry → artefact → peer feedback cycle resonated.	Tackles **multidisciplinary complexity**: broad projects let each major contribute domain knowledge without a one- size- fits- all syllabus.
Speaking & presentation confidence: "The course gave me a stage to practise speaking…"	4.44	3.04	▲ +1.40	*Experiential Learning* – repeated performance + AI/peer reflection moves learners around Kolb's cycle.	Addresses the **A2 proficiency gap**: frequent, low- stakes output reduces anxiety about limited grammar & vocab.
Teamwork development : "Group work helped me understand my role in a team…"	4.63	3.27	▲ +1.36	*Learning- centre / alternative assessment* – flexible stations & peer tasks built collaborative skills.	Counteracts **low motivation**: high- structure teams kept reluctant students engaged and accountable.

The numbers map onto the four core teaching philosophies:

For the parts of Learner- centred and AI- enhanced instruction, this survey result showed the highest mean of the survey (4.69) for AI- tool use shows students now treat ChatGPT/Gemini as routine helpers—evidence that the constructivist "students- as- co- creators" vision materialised. For the project- based learning (PBL), the result demonstrated that there is a 1.92- point leap in project enjoyment, confirming that extended, inquiry- driven tasks (menus, festival slides, résumés) outperformed earlier worksheet- only experiences. For the experiential Learning, the result indicated that students' speaking confidence rose to 4.44, signalling that concrete experience → reflection → re- performance (e.g., cross- cultural day, mock interviews) effectively converted passive vocabulary into active fluency. Finally, for the learning-centred & alternative assessment, the survey outcome presented that teamwork means 4.63, showing students

valued rotating through VILL quizzes, AI role- plays, and résumé clinics—exactly the self- paced “stations” model intended to personalise challenge and feedback.

Issue the instructor observed	Survey evidence
A2 proficiency gap & translation reliance	• AI- tool mastery (4.69) and speaking confidence (4.44) suggest learners now use generative AI and repeated presentation practice to push beyond translation- only habits.
Multidisciplinary ESP complexity	• PBL engagement (4.38) indicates that open- ended projects let business, digital- content, and comm- arts majors contribute field- specific content without overwhelming A2 grammar.
Low motivation & passive attitude	• High means for attendance/preparation (all ≥ 4.5) and teamwork (4.63) point to improved commitment; flexible bonus quizzes and authentic artefacts appear to have turned extrinsic “point chasing” into more intrinsic engagement.

The end- of- semester Likert scores—every core item ≥ 4.38—show that a learner- centred, AI- supported PBL framework not only increased students’ confidence in speaking, teamwork, and domain projects but also lessened the A2- level translation hurdle, eased cross- disciplinary jargon overload, and created potentially stronger classroom engagement than was evident in the semester- beginning survey.

Footnotes

Chen, H.- Y. [陳虹育]. (2025). *113- 2 Semester Beginning Survey (NMM) [Responses]* [Data set]. Google Sheets. https://docs.google.com/spreadsheets/d/1lgGlC2-UlriYIGGhz-UuTVNZ1Wq7WlNuu7XbWiR-YFo

Chen, H.- Y. [陳虹育]. (2025). *113- 2 End of semester survey 學期末調查表 (NNM) [Responses]* [Data set]. Google Sheets. https://docs.google.com/spreadsheets/d/1kWDRylwmPHn0_bzFqEhSLXyWS8QNSynpeSM7RPv8cxk

（5） 創新規劃導入前後差異（列表）

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

Section	Original content	Innovative content
Content and Purpose of the Curriculum	The course aims to provide English skills for the College of New Media and Management for professional purposes. The content includes English professional vocabulary, and training in listening, reading, speaking, and writing skills.	This curriculum targets A2-level learners from three departments—International Business Administration, Digital Content and Management, and Communication Arts—who have not yet reached the B2 threshold

		generally required for ESP courses. By addressing the gap between translation-based language use and spontaneous communication, the curriculum fosters gradual skill development. The differences are listed below: 1. To strengthen listening and speaking abilities, extra time is devoted to one-on-one speaking practice and small-group discussions. 2. The course aims to integrate each department's specialized needs while advancing students' linguistic competence and professional readiness.
Teaching Materials	1. Your Turn to Speak 2 by Tzu-ying Liu, Chun-ching Hsieh, Hui-hsiang Chang 2. Various handouts	Besides some parts from Your Turn to Speak 2, and Workplace English 1, the teaching materials encompass both general English and specialized content, offering a balanced blend of vocabulary, grammar, and terminology pertinent to three distinct fields. Texts, case studies, and multimedia resources are carefully selected to accommodate A2 learners, focusing on incremental linguistic development. Materials include simplified readings, scaffolded exercises, and authentic samples from business, digital content, and communication arts. Instructors also incorporate alternative assessments—such as portfolios and presentations—to capture both mastery of language skills and domain-specific applications.
Design Concepts	1. Understanding and using professional English vocabulary and terms. 2. Building skills for listening, speaking, reading, and writing while integrating professional vocabulary and terms into relevant scenarios.	1. Drawing on ESP principles and second language acquisition theories, the course design accounts for the varied proficiencies within the A2 range, ensuring task-based scaffolding and inclusive support. 2. Instructional methods reflect a dual focus on core grammar development and specialized lexis for each department. 3. By integrating collaborative projects, real-world case

		scenarios, and reflective exercises, the curriculum fosters deeper engagement. Along with the faciliation from AI integration, this design also emphasizes autonomous learning, enabling students to progress beyond reliance on translation toward more spontaneous communication.
Plan Implementation Methods	1. Understanding and using professional vocabulary and terms. 2. Building basic communication skills for listening, speaking, reading, and writing while integrating professional vocabulary and terms into relevant scenarios.	Implementation depends on practical, interactive methodologies, including project-based experiential learning, cross-cultural communication methods, and multimodal AI integration, which steadily increase complexity. Instructors employ stepped tasks to transition learners from language skill-based exercises to higher-level discourse activities. For instance, students begin with structured dialogues, advance to problem-solving scenarios, and ultimately engage in domain-relevant simulations, even if students are only A2 level. Comprehensive feedback and peer reviews promote metacognitive awareness, while varied assessment techniques capture progress in real time. These methods align with the course's multidisciplinary objectives, with the support of AI tools, ensuring that learners gradually acquire the necessary linguistic and professional competencies
Course Attributes & Pedagogical Methods	■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) 分組討論(Group discussion) 問題導向(Problem-based) 方案導向(Project-based)	This course adopts project-based and experiential pedagogies, enabling learners to apply English in meaningful contexts. While AI integration supports individual learning, collaboration across diverse fields—business, digital content, and communication arts—encourages the integration of language with professional skills, guided by ESP best practices Emphasis on active participation, peer learning, and reflective inquiry ensures sufficient

		language development. By blending formative and performance-based evaluations, the course supports students' transition from A2-level translation strategies toward confident, autonomous communication in specialized domains.

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

委員 1

1. 申請人對於所面對的教學與學習問題，略有著墨，然而，陳述非常模糊，並未閱讀到與原始課程的明顯差異性。在計畫表格的撰寫上，有多處中英夾雜，造成閱讀者的困擾，建議改進。

2. 本課程所申請的項目為《》雖然在計畫中，多次提及數種 AI 工具，但是卻無法得知學生要如何使用，也沒有清晰的方法與步驟。從教學設計的角度而言，雖然文獻羅列了一些著名的理論，卻沒有清楚的與課程內容融入，十分發散。

3. 誠如(2)所述，從頭至尾沒有清楚的教學設計架構，也未曾告知教學設計的流程與依據，不確定要在何種方式下提升學生的學習。

4. 教學大綱中，確有說明周次與大概內容，然而無法與前述計畫結合，敘述仍嫌簡略。

5. 申請者提及課前有一份問卷，試圖了解學生對課程的期望與對 AI 的熟悉程度等數據，但是卻沒有說明，當調查出現超乎預期的差異性，或是其他的狀況，要如何因應，如何解決。

整體而言，計畫撰寫的格式，略嫌混亂，文獻之間並沒有關聯性，也無從得知對課程設計的影響。

Response to 委員 1

Thank you for your response. I truly appreciated your comments. However, this particular course is the newest and first series of courses that is designed to experiment whether it will be suitable for the newly designed General English course. As a result, I kept on listing students with A2 level proficiency because only students with B2 level proficiency can take ESP courses in the Center for English Language Teaching. Throughout this whole process, there wasn't much support to guide teachers to adjust and modify this course. Therefore, the initial proposal seemed unorganized. However, the original syllabus approved by the school's highest course committee didn't really offer much content. In order to keep the originality, I decided to keep the Chinese and English versions. If you would like to see the final report, it will probably answer the questions you want me to clarify. Once again, thank you for your comments.

委員 2

1. 現有教學問題，例如: A2 學生過度依賴翻譯，學生程度差距等，雖然有呈現，建議可以舉例以增強其清晰度。

2. 教學創新設計，以表格方式對照傳統與創新之異同。問題之聚焦性亦適切。

3. 教學策略結合 AI，合作學習，實地演練，反思練習等等，有助於提升學生學習成效。

4. 教學綱要以及課程內容與進度課程執行規劃清楚，循序漸進。

5. 學生學習成效提升評量方式之規畫可行且合宜。

6. 教材和評估方式多樣化，適合學生可掌握語言與實務技能，但部分細節可補充，如小組討論與 AI 輔助活動的具體評分方式。

7. 總體而言，此創新計劃結合人工智慧工具、專案式學習與體驗式學習，透過簡化專業英語課程提升 A2 級學生的專業英語能力，是與時俱進的主題。

8. 可進一步強調如何根據學生的不同專業進行個別化教學設計。

9. 可提供具體的評估標準來確保每個專業領域的妥適性。

Respond to 委員 2

Thank you for your comments. I truly appreciate it. I believe that the A2-level is considered a very clear indication that students only possess GEPT elementary level to low intermediate level. According to Taiwan's Ministry of Education and Wenzao's CELT, students are required to have B2 proficiency, which means that students can communicate with foreigners fluently in English without any assistance. From comments 2 to 7, please follow the final report that provided details on how the instructor executed the class and how students responded to the course. For comment 8, this will be based on the instructor's expertise that overlaps three majors in the College of New Media Content and Management. In addition, the instructor also received assistance from the AI technology. For comment 9, this will be out of the reach of the instructor because of the constraints of time and budget. In addition, the support that the instructor received wasn't sufficient.

委員 3

1. 此計畫針對 A2 程度學生設計的課程，提供簡化 ESP 內容，幫助低程度學生逐步提升語言能力。在引導學生將跨文化學習融入職場情境的課程設計內容可再強化。

2. 建議說明課程如何針對三個系所學生的特定需求進行量身設計。

3. 課程內容設計創新結合 AI 工具、專案式學習與體驗式學習，有助於學生從基礎技能到更高階的專業應用。建議增加實例說明如何將所學技能應用於真實職場場景。

4. 教材和評估方式多樣化，適合學生可掌握語言與實務技能，但部分細節可補充，如小組討論與 AI 輔助活動的具體評分方式。

Thank you for your comments. I truly appreciate it. Your first comment allowed me to know that you understand the core of this course. Thank you for that. For comments 2 and 3, the tailored content was shown through the previous semester. For this semester, the instructor attempted to discover the overlapping knowledge and skills within those three majors and explored them. The job search unit is completely tailored to students from three different majors. The required soft skills are required for three majors. Then, the instructor designed content materials that include vocabulary, grammar, and knowledge that will be used for three different majors. Finally, students had opportunities to work with each other and the instructor to complete their own workplace English self-introductions. For comment 4, please take a look at the final report. I did explain it. Thank you so much for your comments.

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

In order to implement the simplified ESP course, the instructor required more financial and administrative support from the school because the instructor required many expensive AI tools. In addition, the teacher's community isn't sufficient to support, while communicating and discovering the overlapping skills and knowledge from the three majors within the same college is more essential. It's because ESP stands for English for Specific Purpose, which means one course only focuses on one domain-specific subject, not three majors. In addition, not only did this type of course put pressure on the instructor, but it also created stress for A2 students who clearly didn't reach their English proficiency. A strong English foundation is more urgent for those A2 level students, not their workplace, place English ability.

4、 政府部門補助之課程與教學計畫申請或學術論文發表規劃
Application Planning for Courses and Teaching Plans Subsidized by Government or Publish Their Academic Paper Agencies

This course will be compared to another similar course of a real ESP course. It will be used in the Course Progressive Development Program under the Digital Humanities Leadership for Interdisciplinary Talent Program.

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)

The photos have been attached above.

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

The following link contains one student's progression from the whole 113-semester year, even though this innovation course teaching only recorded 113-2 Semester. Each semester, the speaking and presentation contains two group graded presentationss and one individual presentation graded exam.
The link => https://drive.google.com/file/d/1sfWE-4AK1bArLY2SQBTCzMrpuqbQJ-QU/view?usp=sharing

3、 經費實際運用情形

III. The Actual Use of Funds

單位 Unit：$79537 新臺幣/元 NTD

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
諮詢費、輔導費、指導費	$40,000	$50,000	100%	多了四次的討論
臨時工作人員/工讀費	$22,420	$22,420	100%	
保險費	$600	$3857	100%	比預期中的要高很多
設備使用費	$7800	$3260	100%	沒有需要用到這麼多費用
總計 Total		$79,537		