

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 : 2025 年 8 月 5 日 (yyyy/mm/dd)

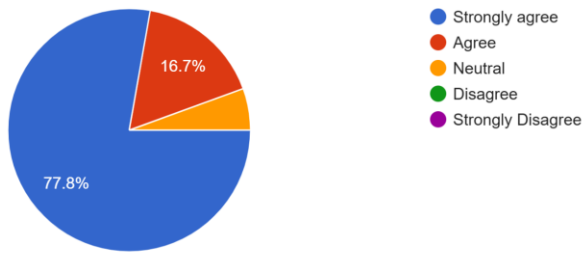
1、基本資料

I. Basic Information

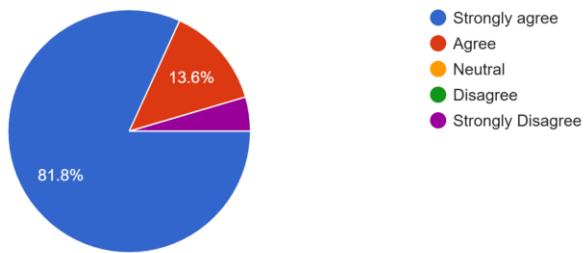
申請教師 Name	陳虹育	職稱 Title	專任講師
課程名稱 Course Title (中、英文) (In English and Chinese)	中文 Chinese : 職能與溝通技巧英語 英文 English : ESP English for Employability and Communication Skills		
計畫名稱 Project Title (含中、英文) (In English and Chinese)	中文 Chinese : 整合 AI 驅動學習與體驗式教學於 ESP 課程 : 強化數位化職場中的就業力與溝通能力 英文 English : Integrating AI-Driven Learning and Experiential Approaches in ESP: Empowering Employability and Communication Skills for the Digital Workplace		
實際修課人數 Actual Number of Students	41		
棄修人數 Number of Withdrawal Students	__9__ 人, 棄修比例 : __22__% __9__ students, and the ratio of withdrawal is __22__%		
經費執行情形	核定預算數 : __63,810__ 實際執行數 : __61,930__ 經費執行率 : __97__ %		
學生成績差異 Differences in Student Achievement	According to the 113-2 semester grade for this course in the school system, the class average for a 40% general grade is 89.6. The class average for the 30% midterm exam is 92.6. The class average for the 30% final exam is 89.6. The class average for the overall semester grade is 90.6.		

師生互動差異
Differences in
Teacher-Student
Interaction

4. The instructor effectively explained and illustrated course concepts, knowledge, and skills in class, during office hours, and during break times. ...students for their assignment and test due dates.
18 responses



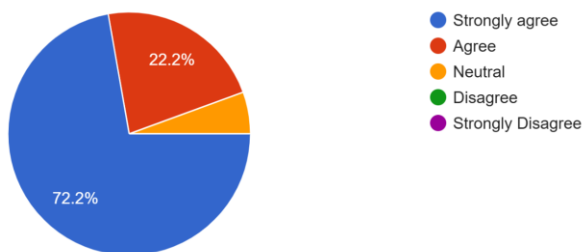
4. The instructor effectively explained and illustrated course concepts, knowledge, and skills in class, during office hours, and during break times. ...students for their assignment and test due dates.
22 responses



6. The instructor was available to students (answer within 48 hours) and treated students with respect.
22 responses



6. The instructor was available to students (answer within 48 hours) and treated students with respect.
18 responses



40 students completed those two questions. Question 4 consisted of 94.5% and 95.4% who agreed that the instructor interacted with students well. Question 6 consisted of 94.4% to 100%, which indicates that the instructor interacted with students even if they weren't present during class or office time.

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)

ESP students

1. Acquire CEFR B2 above English language proficiency
2. Consist of students from Taiwan, Southeast Asian, North America, and European countries.
3. Mostly possess various vocational education backgrounds in their countries, such as business, engineering, and visual arts.
4. Liberal arts majors

With B2 proficiency, students can communicate comfortably and perceive the contextual meaning in English without translation. This indicates that ESP domain-specific vocabulary and grammar can be taught in the related workplace settings, not for testing. In addition, with students' diverse cultural and educational backgrounds, the instructor is required to design the curricula that must be both applicable to students' prior knowledge and skills, but also relevant to their future workplace cultural environment. Thus, students can continue developing their language skills in specific domains while utilizing them in their major-related courses.

The number of students who completed this course:

The total number of students who passed this course is 40, while one student failed this course. After the second week of this semester (the final round of adding and withdrawing), the total count is 50 students. However, when the midterm exam came, there would be about 43 students left. Two students didn't show up for the group midterm exam, while five students barely appeared in class. Before the final exam, there would be 41 students left. Even though the one missing student completed his midterm exam, he stopped coming to class about two to three weeks after the class had already moved on to the next unit with their groups. The instructor attempted to request that the groups take him in, but he had already missed three weeks of work. Next, the group members told me that he stopped responding to their texts. Then, he has never shown up in class again. The instructor failed this student.

All the international students remained and completed the class.

The overall score for the remaining 41 students:

According to the 113-2 semester grade for this course in the school system, the class average for a 40% general grade is 89.6. The class average for the 30% midterm exam is 92.6. The class average for the 30% final exam is 89.6. The class average for the overall semester grade is 90.6.

Eight students scored 100 for this course, including 4 international students and 4 Taiwanese students. 16 students scored above 90 for this course. 26 students scored above 80. One student scored above 70. One student scored 33 and failed the course.

The current three major issues inside the ESP classroom

<Students' Misconceptions about ESP Courses>

Students often approach ESP courses with the same mindset they use for General English (GE), focusing on test preparation, group discussions, and summarizing facts through presentations.

However, ESP serves as a bridge between GE and English as a Medium of Instruction (EMI) courses, requiring students to move beyond memorization of domain-specific terminology and jargon. Students must learn to apply field-specific vocabulary and sentence structures in realistic workplace scenarios, such as resolving conflicts or creating marketing proposals, which immerses them in a global English working environment where their language and knowledge skills can be applied. While memorization remains important, it should be contextualized through tasks that demonstrate real-world utility.

Outcome:

The instructor clearly explained her core values of this ESP course for students in the first two weeks of the semester and reminded them throughout the whole semester. Besides traditional tests, this course contained many hands-on assignments that would be completed part by part in class. The accumulation of those parts eventually led to the midterm and final exam. Therefore, class participation was essential to pass and receive high scores in this course because the instructor offered bonus review quizzes and assignment-related preparation activities to boost the grade throughout the whole semester. The 9 students who withdrew from the class usually didn't show up in class consistently and interacted with their teammates in the group chat with a minimum amount of effort. The remaining students consistently showed up in class. If they needed to take a day off, they would usually ask their teammates and the instructor for updates.

<Inadequate Practical Application Exercises>

While textbooks provide sufficient teaching content and practice questions, the practical tasks often need to align with the realities of workplaces in Taiwan or Asia. These exercises are typically too complex or time-consuming to implement effectively in a two-hour class.

Additionally, they heavily reflect workplace environments in English-speaking countries, where ESP is designed to help students or professionals transition into existing workplaces or industries. This focus is misaligned with Taiwan's academic-oriented ESP environment, which often prioritizes test scores over practical usage. Consequently, students struggle to connect these exercises to their prior knowledge or local professional contexts, limiting their relevance and applicability.

One example of an appropriate practical application exercise:

Instead of asking students to perform market research on the supermarket like the textbook suggested, the instructor decided to utilize the knowledge and modified the market research on the campus and neighboring restaurants, snack shops, or beverage stores, where students can feel relevant while applying the knowledge.



One group's member, Janny, interviewed the “出來麵對” owner for her group's market research.



The other group's members, Diego and Amy, interview the co-owner of 綠鑽食
https://drive.google.com/file/d/1c_1N-Q3iZqqjWXP9WW1PbX8lLjX_nOVe/view?usp=sharing

<Students' Attitude Toward Digital Content Creation and AI Literacy>

Since 2022, digital skills have become indispensable for students preparing for technology-driven workplaces. Tools like Canva, CapCut, and ChatGPT are crucial for creating professional communication materials, collaborating on tasks, and managing platforms such as Google Workspace.

However, many students underestimate the importance of digital literacy and AI tools for modern industries. Beyond domain-specific English proficiency, students need to navigate generative AI tools effectively, balancing productivity with originality and creativity. Especially for liberal arts majors, communicating their concepts effectively and collaborating with teammates efficiently become crucial for their employment in the future.

Additionally, industries increasingly value skills in video shooting and editing as visual content takes precedence in many sectors. Teaching students to integrate AI tools and digital content creation into their learning not only enhances employability but also prepares them for the expectations of technology-driven workplaces, where digital fluency is a prerequisite.

Hands-on activities to support students' digital creation and enhance AI literacy:



Students used the instructor's GPT for this course to perform secondary market research before the instructor checked and discussed with individual groups. Working with trained market research GPT and their teammates, students learned how to conduct secondary research before conducting primary research with the owners and surveys with customers.



This is one of the computer lab sessions where students had the opportunity to use AI tools and other technological platforms to complete their digital work. The instructor normally would provide guidance and also work with the tools to show students.



This is one of the collaborative teaching sessions with field experts who are close to the students' age. Students were on the move to shoot their footage for Unit 6 tourism promotion videos.

Teaching philosophy

<Learner Centered Teaching>

The course is anchored in a learner-centered framework: at the start of each unit, the instructor releases explicit guidelines and grading rubrics aligned with program design and current policy. This clear structure helps students activate prior knowledge and integrate new English terminology and disciplinary concepts. For example, learners from the College of New Media Management utilized their existing marketing-research expertise—originally acquired in Mandarin—when producing an English restaurant market-research report and presentation. Likewise, in the conflict-management module, students applied the Thomas–Kilmann Conflict Mode Instrument to personal disputes, using tentative and hedging language plus the ten mediation steps to diagnose conflict sources and practice

de-escalation. Such activities mirror professional settings in which individuals combine established competencies with emerging information (Weimer, 2013).

Autonomy is cultivated through optional individual tasks that let students decide how deeply to engage with domain-specific vocabulary, grammar, and content. They may attempt bonus quizzes on the Virtual Immersive Language Lab (VILL) platform, choose video-production techniques for the tourism YouTube Short, or shape content for a one-minute elevator pitch aimed at a desired internship. Although these items contribute only modestly to the overall grade, the terminology and skills they reinforce are essential for later collaborative work. By granting control over topic depth, timing, and mode of participation, the course aligns with key principles of learner-centered teaching (Weimer, 2013).

Collaboration then integrates individual growth with team achievement. Group discussions, projects, and presentations—such as market-research briefings and mediation role-plays—require members to combine personal strengths while identifying and improving weaker areas. This balance ensures that students both refine their expertise and meet collective goals, embodying the reciprocal responsibility central to a learner-centered classroom (Weimer, 2013). The combination of individual and group learner-centered teaching methods can be evident in students' midterm exam exhibition in the Future Work Lab, where each group was required to introduce the outcome of their market research in each station. Group members took turns to showcase their parts in the presentation to other students.

<Experiential Learning Theory>

The course is structured around Kolb's experiential learning theory, which delineates a four-stage cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). In practice, the instructor may enter the cycle at any point as long as every stage is completed. Concrete experience requires learners to undertake tasks themselves; reflective observation invites them to step back and review; abstract conceptualization asks them to integrate new ideas with existing knowledge; and active experimentation encourages them to test those ideas in practice.

Kolb also describes two intersecting dimensions—doing versus watching, and feeling versus thinking—that yield four learning styles. Diverging learners prefer imaginative reflection and accept diverse perspectives; assimilating learners favor conceptual thinking over hands-on work; converging learners excel at practical application of ideas; and accommodating learners rely on instinct while still attending to logic and detail. Each learning style aligns with one stage of the cycle and models how students will collaborate on tasks and projects in professional settings (Kolb, 1984).

Course activities map directly onto these stages and styles. Concrete experience is supplied by the school-tourism promotion video Shorts, the one-minute elevator pitch, and the exit interview, where students produce, film, and edit YouTube Shorts and simulate job-search scenarios with résumés. Reflective observation occurs through the performance review—students first complete a self-assessment of content mastery and work attitude, then receive a peer grade from a classmate who has never partnered with them, followed by discussion of areas for improvement—as well as bonus quizzes, unit tests that check familiarity with terminology, grammar, and knowledge, and beginning- and end-of-year surveys that gauge intentions, proficiency levels, and overall improvement. Abstract conceptualization is addressed in individual and group worksheets or content handouts that require learners to fit domain-specific vocabulary, language usage, knowledge, and skills into differing unit contexts. Active experimentation is realized in group role-play videos, the group marketing-research presentation, and the Future Work Lab exhibition, where each student decides on and prepares for assigned tasks, either memorizing known content or developing new material for group performance.

By completing the full experiential cycle with these methodical alignments, the course enables students to synthesize prior expertise with new information, mirror real-life work environments, and engage every learning style in both individual and collaborative contexts.

< Integration of AI tools>

The course integrates two distinct categories of artificial-intelligence tools: large language models (LLMs) such as ChatGPT and generative-AI applications for image or video creation. Within carefully designed units, the LLM functions as a mechanism for instructional differentiation, a need that arises because students—although uniformly above the B2 proficiency benchmark—enter with heterogeneous disciplinary backgrounds. Traditional

paper handouts and platform-based quizzes primarily measure declarative knowledge, whereas a fine-tuned GPT instance allows students to pose follow-up questions when concepts remain unclear or when they wish to extend existing expertise. Quiet or reticent learners can consult the model privately to enhance comprehension, while high-achieving peers may employ it to initiate deeper discussions; group leaders can subsequently summarise collective insights, and the instructor can audit either group or individual progress (Lee, Kim, & Park, 2023).

A second objective is to leverage students' language proficiency and prior disciplinary knowledge to produce digital artefacts. Descriptive prompts entered into generative systems such as Bing Image Creator or CapCut demand human originality and disciplinary terminology; once provided, these tools render images or short video segments in minutes rather than weeks. Because B2-level learners can manipulate English sentence structure and cultural nuance without translation, they can exploit generative AI even in the absence of formal training in photography or videography (Duke Learning Innovation, 2024).

The third objective involves modelling balanced, human-centred production workflows that resist over-reliance on automation. In a demonstration combining Gamma AI with an LLM, students first drafted research outlines and project content grounded in course readings and discussions; they then refined those drafts through iterative LLM feedback, formatted their slide decks automatically in Gamma, and made only minimal manual adjustments. This sequence liberated class time for rehearsal and report writing while still requiring students to exercise critical judgement (Gamma, n.d.). More broadly, AI applications personalise feedback, automate repetitive formatting, and thereby enhance critical and analytical engagement—all of which align with the profession-wide trend toward using AI to improve efficiency without displacing human judgment (Associated Press, 2025).

<Collaborative Teaching>

The instructor employs two complementary modes of collaborative pedagogy. The first mode relies on structured peer-interaction techniques—think-pair-share, group projects, and guided discussions with debate and commentary. After introducing domain-specific vocabulary, grammar, and content knowledge, the instructor integrates group tasks and individual handouts with video and image exemplars drawn from case studies or simulated professional scenarios. Students collectively determine which linguistic and conceptual resources to deploy, either dividing the workload among members or appointing a scribe-reporter pair. A second group then critiques the initial group's solutions, followed by formal rebuttal, thereby encouraging dialogic reasoning and individual accountability (Johnson, Johnson, & Smith, 2014).

An illustrative application of this first mode is the group mid-term examination, weighted at 15 percent of the course grade. Each team bifurcates its membership: one sub-team interviews a proprietor of a restaurant or beverage outlet to collect primary data for market research, while the other designs and administers a customer survey for the team's new product. The two data sets are subsequently synthesized, and the entire team deliberates on which findings are actionable and which require revision.

The second mode involves inviting guest experts—and, notably, former students already employed in relevant industries—to co-facilitate instruction. Peer modelling of professional English usage in authentic contexts heightens relevance and motivation (Friend & Cook, 2013). During the tourism unit, for example, an experienced photographer and videographer demonstrated how to transform written scripts into persuasive YouTube Shorts, teaching smartphone filming, equipment setup, and AI-assisted editing. This workshop contributed 15 percent toward the individual mid-term and an additional 5 percent toward the overall grade, skills deemed essential for liberal-arts majors competing in an AI-mediated labour market. In the entrepreneurial unit, a Vietnam-born Taiwanese junior who had completed the course two semesters earlier shared strategies for résumé construction and internship interviews, drawing on her placements at Grand Hi-Lai Kaohsiung, an overseas Marriott property, and Taiwan Semiconductor Manufacturing Company (TSMC). Her testimony resonated with both domestic and international students, prompting high engagement and enabling participants to finalise their résumés and mock exit interviews.

Overall, these two collaborative modes embody several interrelated principles: shared responsibility, whereby instructional ownership is distributed across instructors and students; complementary expertise, in which educators and peer specialists with diverse skill sets furnish a richer learning environment; and diverse approaches, allowing multiple teaching models to accommodate varied learning preferences. In practice, these principles are operationalized through one-teach–one-observe sessions that pair a lead facilitator with an engagement monitor, parallel teaching arrangements in which instructors divide the class and deliver equivalent content simultaneously, and fully integrated team-teaching episodes where co-instructors alternate roles or co-lead distinct segments of a lesson.

(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 the effectiveness assessment)

The instructor reshapes the teaching requirements to the knowledge and skills that students should acquire through the four units (marketing, tourism, conflict management, and entrepreneurial mindset). The criteria for students' graded assignments, midterm exam, and final exam are based on the skills and knowledge:

:

Main knowledge area

- Advanced C1 above grammar (or language arts)
- Advanced and workplace C1 above terminology and phrases
- Marketing strategies and persuasive techniques
- Tourism and hospitality
- Conflict management and mediation
- Entrepreneurship and mindset

Main skills area

- Research and organization skills (I learn how to gather information from websites or surveys and organize it in an orderly manner for presentations and other uses)
- Investigation and analytical skills (I learn to look through information, ask further questions, and compose my answers based on the evidence I gather)
- Collaborative and communicative skills (I learn how to work in a team environment and communicate my ideas effectively within my group and in front of people.)
- Technological operation and social media application (I learn how to incorporate video, audio, and text into my multimedia platform)
- Digital literacy (I learn to use AI tools to enhance my productivity and efficiency)

All the class content, bonus group activities, graded assignments, and bonus review quizzes were designed to follow those main knowledge and skill areas. In addition, the four core concepts of the teaching philosophy illustrate the usage of the overlapping knowledge and skills. The midterm and final exams became the accumulation of everything that students had done and submitted in the classroom.

For example, students completed individual market research through several group discussion sessions inside the class with the support of the trained GPT. After that, the group members separated into two parts: some of them interviewed the owner while the others conducted a survey research for the new product. Then, eventually, they combined all the information and put together a presentation for the new product proposal from the primary and secondary market research they had done. The results were shown through their group videos and their performance on the Future Work Lab Exhibition Day.

This example indicated that the instructor covered C1 terminology and grammar while also teaching marketing knowledge of marketing. Meanwhile, she designed the class activities, graded assignments, and bonus quizzes to allow students to practice the five main skills. The initial marketing research required research, analytical, and organizational skills. Later, when they collaborated to put together a video and an exhibition, they required communicative and technological operation skills. The combination of that knowledge and those skills touches the four cores of the teaching philosophy.

The learning assessments were separated into three main surveys, in addition to some class mini surveys and reflection comments, to evaluate students' learning outcomes throughout the whole semester.

The official school innovative course survey from the Office of Academic Affairs:

Twenty-nine students completed the "113-2 Innovative Course Survey" (113-2 Innovative Course Survey, 2025). This survey was monitored and conducted by a faculty member from the Office of Academic Affairs. Mean

ratings for the six Likert-scale items were as follows: Question 1 = 4.65, Q2 = 4.68, Q3 = 4.71, Q4 = 4.52, Q5 = 4.68, and Q6 = 4.70; the overall mean across the six items was 4.65, indicating uniformly strong agreement that the course meets its innovation goals.

Order	Questions	Average
1.	I believe this course meets the goals of innovative teaching (for example, the instructor introduces new concepts, methods, or creative ideas and links theory to practice through instructional strategies, materials, tools, and learning scenarios).	4.65
2.	The learning objectives set by the instructor are appropriate, and the course content enables me to achieve those objectives.	4.68
3.	The innovative teaching design of this course helps me broaden relevant professional knowledge and skills.	4.71
4.	The innovative teaching design of this course increases my interest in, and motivation for, learning.	4.52
5.	I feel that this innovative teaching design significantly benefits my learning.	4.68
6	I hope this course will continue to incorporate innovative teaching elements in the future.	4.70
Total Average		4.65

Question 7 is “Based on your experience in this course, which innovative teaching elements do you believe the instructor incorporated?” It identifies the innovations students noticed; when grouped by the four cores of the instructor’s teaching philosophy, they are summarized and displayed in four side-by-side columns below:

Learner-Centered Teaching	Experiential Learning	AI-Tool Integration	Collaborative Teaching
<p><i>“Open-ended assignments that promote creativity and problem solving.”</i></p> <p><i>“Tasks that make us think seriously about our own career plans.”</i></p>	<p><i>“Themed video projects and student role-plays of real scenarios.”</i></p> <p><i>“Field research reports that match course topics.”</i></p>	<p><i>“Online chatbot & AI-generated images replace paper tests.”</i></p> <p><i>“Use of ChatGPT, Bing AI, AR classroom, resume machine, AI marketing assistant.”</i></p> <p><i>“Faster answers and exemplars through AI; AI-assisted video editing.”</i></p>	<p><i>“Lots of group projects and cooperative learning.”</i></p> <p><i>“Group market-research presentation; peer interviews; role-plays in class.”</i></p>

Question 8 is “For future iterations of related courses, what additional innovative learning components would you recommend adding?” Question 9 is “Other suggestions”. The valuable and relevant aspects of this course’s design are listed below:

1. “Connect lessons to real-life experience; promote critical thinking and creativity.”

2. “Interactive technology and gamified learning.”
3. “Use the Future Work Lab more—I heard there was a résumé machine.”
4. “Apply more AI resources.”
5. “Add interesting AI elements or educational software (e.g., an academic version of ChatGPT).”
6. “Combine courses with current events, social-media skills, or performing arts.”
7. “Provide more interactive cellphone quizzes.”
8. “Introduce workplace cases earlier so students know potential problems.”
9. “Integrate New-media elements—they are today’s trend.”

The instructor’s responses to the top nine points from the students’ comments:

All the final and midterm exams imitate the real-life experiences, besides the role play scenarios, such as marketing research and new product proposal, and then the final job exit interview; however, even the role play scenarios are often used in the companies’ employee training sessions. The instructor believed that VILL and all the AI tools are types of interactive technology. If students were on time, they could have done more quizzes or AI chatbot critical thinking questions on their phones. In addition, gamified learning isn’t for ESP or ESP courses but is more suitable for general English courses. The instructor believed that a resume should be constructed by humans first, not by typing phrases and asking an LLM to write. The resume machine needs to be used to revise the original resume with suggestions. A resume is the identity of a person who shares his or her experiences, educational background, and skills to other humans.

Furthermore, with current AI tools in class, the instructor has already had a very tight schedule between the class content and the teaching of AI tools. In addition, this class isn’t about AI tools. The instructor needed to decide which AI tools to use to complement the course outlines and maximize students’ learning. Moreover, if students want the academic version of ChatGPT, they need to ask the school. With \$80,000 NTD, it was very challenging to just support the instructor’s needs.

Finally, music and current events don’t belong to this course outline. This indicates that students probably made suggestions without considering the syllabus of this course.

Footnotes

113-2 Innovative Course Survey [Data set]. (2025, February 18). Google Sheets.

https://docs.google.com/spreadsheets/d/1WD_puIROf5gVHOi8TtBsGd9x9rsRMxiL

Collaborative teaching surveys for Ian Li’s and Jayna Chen’s workshops:

The instructor had two industrial experts to teach and share their experiences. The table below was derived from 40 respondents with a Likert scale 1-5 (Strongly Agree = 5; Agree =4; Neutral = 3; Disagree =2; Strongly Disagree = 1).

Question	Chinese / English wording	Mean (5-pt)
1	我對於本課程以多位教師一同上課方式感到滿意 / <i>I am satisfied with this course being taught by more than one instructor.</i>	4.73
2	我對於業界講師的教材內容主題恰當感到滿意 / <i>I am satisfied with the appropriateness of the content taught by the industry specialist.</i>	4.73
3	我對於課程內容涵蓋較新的觀念與資訊感到滿意 / <i>I am satisfied with the newer concepts and information in the course content.</i>	4.77

4	我對於業界講師授課內容準備充分感到滿意 / <i>I am satisfied with how prepared the industry specialist is.</i>	4.73
5	我對於業界講師能分享實務經驗感到滿意 / <i>I am satisfied with the specialist's ability to share practical experience.</i>	4.80
6	我對於業界講師非結構性口語分享感到滿意 / <i>I am satisfied with the specialist's unstructured oral sharing of knowledge or insights.</i>	4.80
7	我對於業界講師實務經驗增長我知識感到滿意 / <i>The specialist's experience increased my workplace knowledge.</i>	4.77
8	本課程啟發我的思考與能力 / <i>This course inspires me and improves my abilities.</i>	4.70
9	本課程讓我對未來更有自信與方向 / <i>This course gives me more confidence and direction for the future.</i>	4.53
10	我能將所學與其他知識理論整合 / <i>I can integrate what I learned with other knowledge and theories.</i>	4.67
11	業界講師內容對未來就業有助益 / <i>The specialist's content will help my future career.</i>	4.83
12	業界講師內容增加我所需專業知識 / <i>The content increased the professional knowledge I will need.</i>	4.73
13	業界講師內容增強我勝任相關工作的信心 / <i>The content increased my confidence to perform related work.</i>	4.53
14	業界講師內容提升我就業能力 / <i>The specialist's content has enhanced my employability.</i>	4.70
Overall mean (Q1-14)		4.72

Question 15: "Future workshops or improvements you would like"

Category	Representative comments
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Positive suggestions	<ul style="list-style-type: none"> • “Maybe have different kinds of group work, more variation.” • “d==(¬▽¬*)b” (emoji comment requesting more fun activities). • “我覺得一切都很實用 (Everything is very useful).”
No change / already satisfied	12 respondents wrote “無 / 無意見 / None, thank you,” or similar statements, indicating no further improvements were needed.

Summary of Q15:

Eighteen students offered ideas such as diversifying group-work formats, adding hands-on practice with industry tools, inviting additional experts, and providing more Q&A time. Twelve respondents stated that no changes were necessary and that the current format already meets their needs. Overall, students are highly satisfied but welcome incremental enhancements that increase interactivity and practical application.

Footnote:

Satisfaction Survey Regarding Industry-Specialist Collaborative Teaching [Data set]. (2025, May 20). Google Sheets. <https://docs.google.com/spreadsheets/d/1tDq9WgFTAyTjJOBdGOBwpcXcL-yLR-uMea8D9nKIZMQ>

(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

Teaching Materials and Tools

Example of overall teaching materials	Explanations				
<p style="text-align: center;">Unit 5.1</p> <p>5.1 Vocabulary Matching</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> 1. ___mislead 2. ___paradox 3. ___well-being 4. ___be positioned 5. ___be inclined 6. ___persuasive 7. ___tactic 8. ___inviting 9. ___reasonable </td> <td style="width: 50%;"> a. Someone's healthy body and mind (balance between body and mind) (noun) b. Confuse people to sell the product (verb) c. Something is confusing or doesn't make any sense (noun) d. Tend to something you want e. Steps for you to do something f. Logical g. Convincing (believable) h. Put something in the place where people can see i. Attractive or appealing (interesting) </td> </tr> </table> <p>5.1 Phrases</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> 1. ___get one over on someone 2. ___buy into 3. ___cancel out 4. ___decoy effect 5. ___trick up their sleeves 6. ___legal standing 7. ___tap into 8. ___well-versed into 9. ___more than meets the eyes </td> <td style="width: 50%;"> a. You have the law to protect you from harm b. Have an advantage over someone or cheat on somebody c. Being persuaded or convinced by someone or something d. Balance out e. dig into or go into somewhere f. Use something more expensive to trick you to buying something they want to sell g. good at presenting different skill sets h. there is something more than what you can see i. They have one last thing that definitely can convince </td> </tr> </table>	1. ___mislead 2. ___paradox 3. ___well-being 4. ___be positioned 5. ___be inclined 6. ___persuasive 7. ___tactic 8. ___inviting 9. ___reasonable	a. Someone's healthy body and mind (balance between body and mind) (noun) b. Confuse people to sell the product (verb) c. Something is confusing or doesn't make any sense (noun) d. Tend to something you want e. Steps for you to do something f. Logical g. Convincing (believable) h. Put something in the place where people can see i. Attractive or appealing (interesting)	1. ___get one over on someone 2. ___buy into 3. ___cancel out 4. ___decoy effect 5. ___trick up their sleeves 6. ___legal standing 7. ___tap into 8. ___well-versed into 9. ___more than meets the eyes	a. You have the law to protect you from harm b. Have an advantage over someone or cheat on somebody c. Being persuaded or convinced by someone or something d. Balance out e. dig into or go into somewhere f. Use something more expensive to trick you to buying something they want to sell g. good at presenting different skill sets h. there is something more than what you can see i. They have one last thing that definitely can convince	<p>An example of domain-specific vocabulary and phrases from the marketing unit</p>
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5.1 Modes of Persuasion

Modes	Definitions and Examples
Pathos	
Ethos	
Logos	
Kairos	

5.2 Persuasion of Psychology

Terminology	Definition/examples
1. Buzzword	
2. Bargain	
3. Multibuy	
4. Paradox of Choice	
5. Decoy effect	
6. Packaging design	

An example of professional terminology from the marketing unit

Thomas Kilmann practice

Names _____ CS _____ Score _____/10

You can use your textbook and notes. [\[Download the scenarios\]](#)

Scenario 1: Two Sales Leads, One Deal
 Pathos and ethos convince Paul that the company were both purchased the prime spot of an advertising trade fair. Pathos and ethos convince the event organizer, using service management, and convince the sponsor because the region provides the regional quarterly revenue. The others no alternative arrangement and ignores Kilman's subsequent call.
 Which conflict mode _____ Why _____

Scenario 2: The Over-Air-Conditioned Office
 A team of six argues about the office temperature every afternoon. Instead of speaking up, they always keep a personal thermostat, changed from a small desk fan, and they work from the call downstairs whenever they can. He one raises the issue at the weekly staff meeting, even though it brings bad news.
 Which conflict mode _____ Why _____

Scenario 3: Merging Two Classes Plans
 An English for Specific Purposes instructor wants a one-day project for co-founder projects a grammar and workbook. After the discussion, they design a unit that addresses. Students are given an idea, they develop an idea and plan. Each agrees that they plan to present, but both can't see why the student should.
 Which conflict mode _____ Why _____

Scenario 4: Reassigning the Product Logo
 Marketing program is built, even today. Engineering needs on a market partner to match existing hardware. The teams schedule a joint meeting. Engineers and they find cases that meet. Students and match the hardware. Students match together, and deal with a

Untitled drawing

- Use bullet points
- Take a good picture and one person uploads for your team

summary the main conflict points between Carmen and Paul	As a mediator, what points do you want Carmen to understand from Paul's viewpoints?
As a mediator, what points do you want Paul to understand from Carmen's viewpoints?	As a mediator, what compromise or resolution will they have to reach?

On top, it's an example of an individual practice worksheet on terminology. On the bottom, it's an example of a group worksheet that aims to enhance their critical thinking and apply what they learn in real-life situations.

(113-2) Unit 5 Market se...

Unit 5
 Market segmentation
 (consumer profile)
 4 P marketing mix
 SWOT

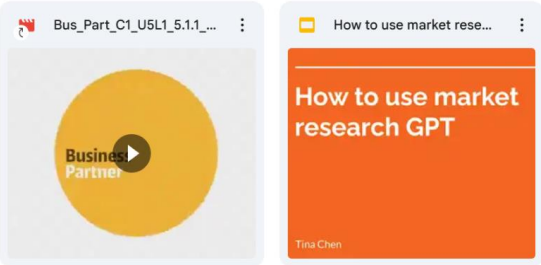
By Tina Chen

(113) 5.3 Survey Results ...

5.3 Survey Results
5.4 Building relationship on trust
 (branding)

Tina Chen

An example of slide teaching materials from the marketing unit



An example instruction on utilizing multimedia and AI tools to teach domain-specific knowledge

**30 % Midterm Exam
= 15% of group grade + 15% of individual grade**

Both group and individual works are submitted on 4/13 (Sunday) at 11:59pm in the Google Classroom under two different tabs:

1. **The group leader** submits 15% of group presentation video+script+PPT
2. **Everyone** submits 15% of individual marketing storytelling

An example of an instructional slide and the grading criteria for any graded assignment

1. Creativity 10%			/10
0-4	poor	Topic was innovative.	Exhibition presentation received high marks from other students
5-6	below average	Content was original and creative.	
7-8	average	Video design was impressive.	
9-10	good	Slide design is well-organized and creative.	
2. Delivery 10%			/10
0-4	poor	Video fully engaged the audience.	Exhibition presentation received high marks from other students
5-6	below average	Voice was audible and clear.	
7-8	average	made effective usage of audio/visual aids and/or multimedia	
9-10	good	showed appropriate physical messages	
3. Content 15%			/15
0-6	poor	Survey results were well-presented. APA citation for the internet research	Exhibition presentation received high marks from other students
7-9	below average	demonstrated good applications of course content	
10-12	average	provided sufficient information and evidence	
13-15	good	Content was persuasive.	
4. Language 15%			/15
0-6	poor	Highlight orange and yellow correctly on the script	Exhibition presentation received high marks from other students
7-9	below average	spoke fluently	
10-12	average	pronounced words accurately	
13-15	good	applied accurate expressions and sentences used appropriate vocabulary and phrases to precisely express ideas	

Remember this is a group grade. The whole group has to work together.

Collaborative Teaching

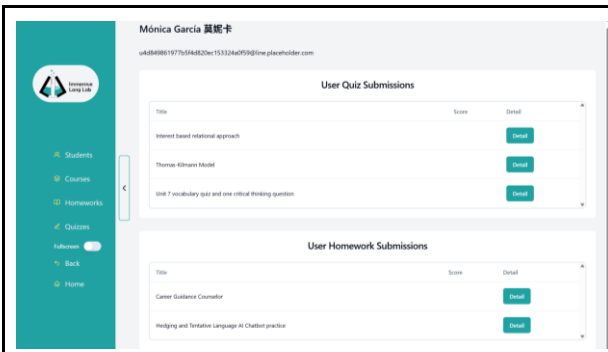


Ian Li, along with the instructor, taught students camera setup steps and simple filming techniques



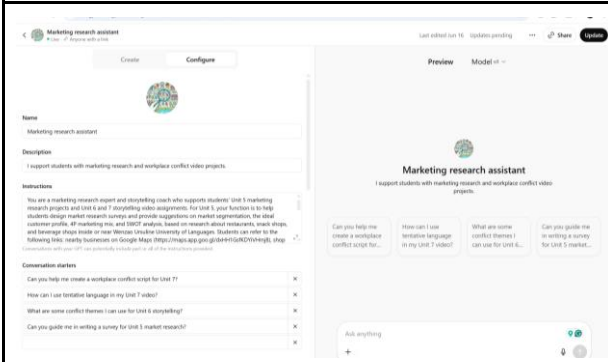
Jayna Chen and the instructor created a Q&A session to share Jayna's journey for securing internship opportunities.

Main software and AI tools



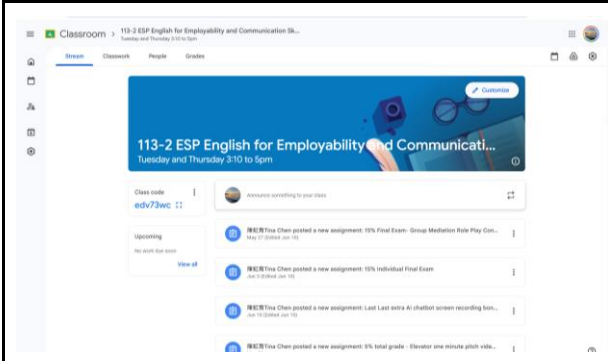
An example of Virtual Immersive Language Lab (VILL)

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.



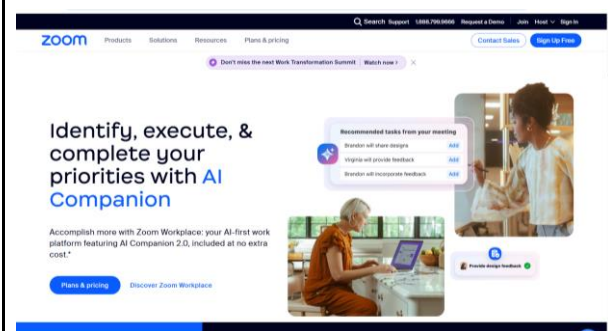
The GPT that the instructor designed for this specific ESP course.

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.

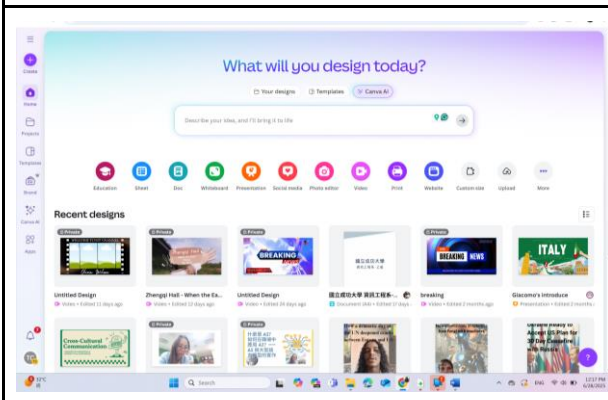


Google Classroom is the main source for posting class slides, instructions, and grading criteria. It is also where students submit all the assignments.

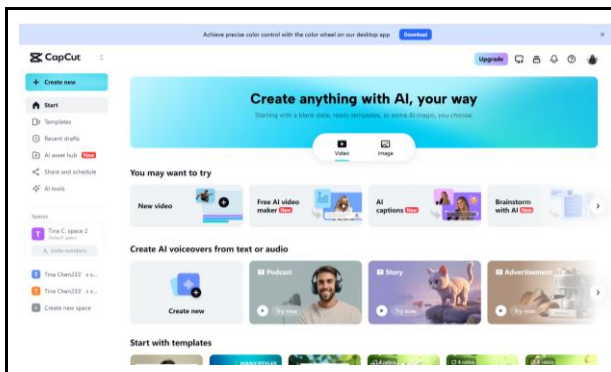
Unit-specific multimedia and AI tools



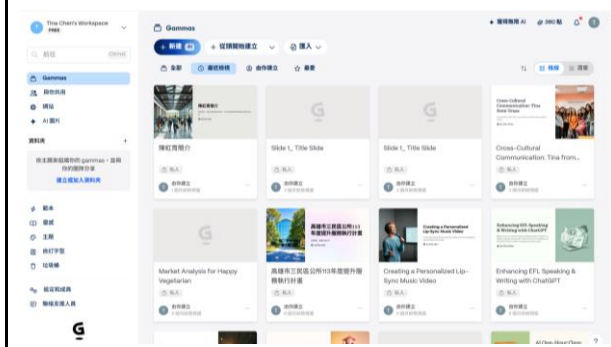
For the midterm exam group video, students used Zoom to record their video for free.



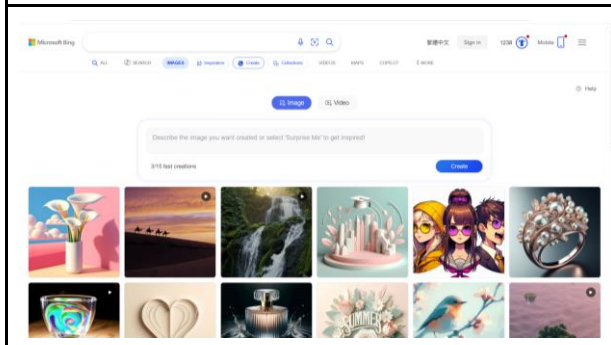
Students use Canva and its AI function to design their slides or even record short videos.



Students use CapCut and its AI functions to create YouTube Shorts for the tourism unit.



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.

Graded Assignments

5% individual Unit 5 test

The class activities, bonus review quizzes, and class handouts aim to support students' memorization of the necessary concepts and knowledge and understanding of how they apply in reality. The unit test serves as the foundation of application practice on delivering a presentation and writing a report. Since the instructor always requires students to utilize unit terminology, grammar, knowledge, and skills in their graded assignments, the unit test is very important before any hands-on project begins.

This graded assignment links to the concepts of learner-centered and collaborative teaching. The bonus review quizzes appeared on VILL at the first 10 minutes of class. If students arrive on time with the class materials, the quizzes can test students' understanding and strengthen their prior knowledge or memory of the concepts. In addition, the unit test occupies a very small percentage of the semester, while review quizzes can add points back. Students can choose whether they want to participate or not. Furthermore, the group class activities allow students to discuss and debate to discover their answers while separating the work into different parts and eventually combining them for final sharing in class. This enhances students' experiences and also helps identify their strengths and weaknesses within a group.

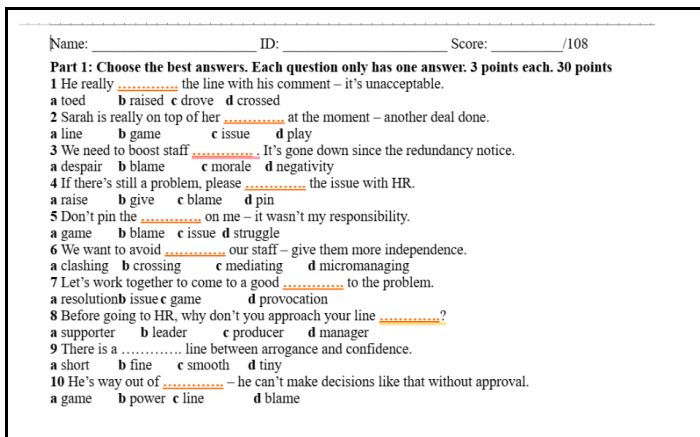


Image 1. The instructor ensured students acquired the necessary concepts about this unit's vocabulary, grammar, and knowledge.

Overall, the class average for this unit test is 78.2. Seven students scored above 90. Twenty-two students scored above 80. The remaining students scored between 60 and 70. Two students below 60. The instructor observed that the students who received decent scores usually attended the class on time and completed all the bonus and graded assignments and quizzes.

10% individual market research worksheet

After lectures and exercise handouts, the instructor usually broke down the big projects into small parts to serve as students' real-life application practice. For example, in the marketing unit, each group is responsible for creating a market research project and producing a new product for the restaurant or shop near Wenzao. From Images 3 to 5, the three written handouts were an individual responsibility to fill out, while they could discuss their answers with their groupmates. Some groupmates had different prior knowledge about market research, so they could learn and support each other during the group discussion. In addition, from Image 2, they could also use the instructor's trained GPT on market research to search and organize the information. Meanwhile, everyone learned how to use Bing Image Creator to generate their ideal customer image.

This assignment touches the concepts of experiential learning theory, the integration of AI tools, and collaborative teaching. Students learn how to conduct market research in the primary rounds and separate jobs to work as a team to gather necessary information. This activity not only allows students to cooperate and share information but also to experience how the market research team works in real life. Finally, the trained GPT created a starting point and summary to increase efficiency and productivity in the research, so students can devote more time to fact-checking and writing their reports. The Bing Image Creator allows students to visualize their ideal customer without having any art background, as long as they can describe the image in a prompt with details.

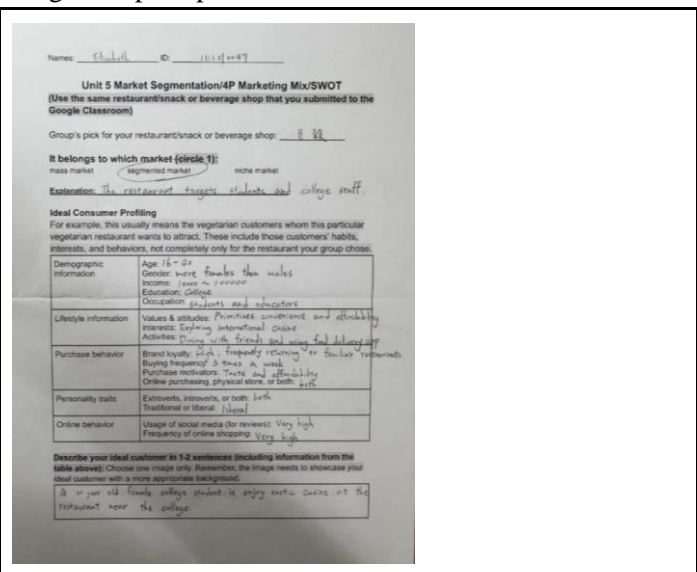
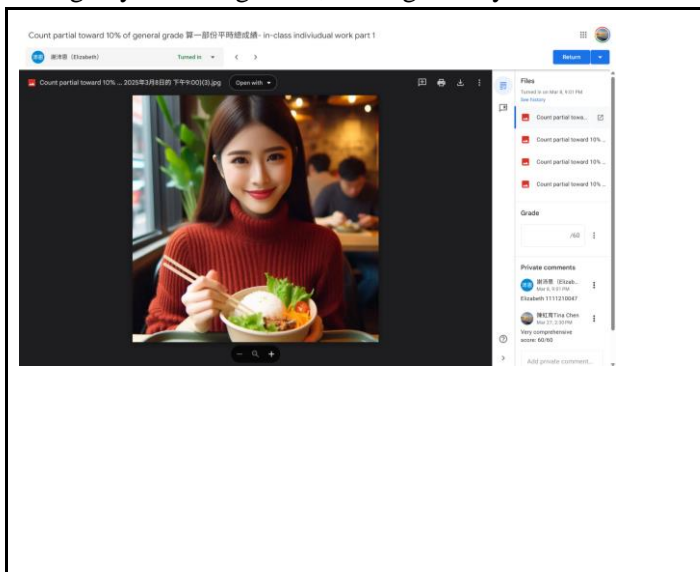


Image 2. After the initial secondary research on their restaurants, the instructor taught students how to write prompts to create an ideal customer profile picture through Bing Image Creator.

Image 3. After the unit test and reviews of bonus quizzes, students began to use professional terms and knowledge to research their chosen restaurant or shop near the school.

Names: Elizabeth ID: 111120047

Place	<ol style="list-style-type: none"> 1. Yes, the atmosphere is lively and bright, making people feel comfortable. 2. They have uber eats, fopanda and official LINE account and physical store, also they have their own delivery.
Promotion (use 5.1 and 5.2 knowledge - not limited) - at least two promotion tactics or techniques	<ol style="list-style-type: none"> 1. They have Loyalty programs, like point-based rewards. 2. They also have membership discounts.

SWOT (compare to 1 local/school competitor)
For this part, please pick a specific competitor. Then, compare your restaurant to that competitor's restaurant. The comparison can include food, promotion tactics/techniques, location, price, atmosphere, people, and so on.

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Compare to the 粥品 粥 healthy restaurant, our appearance of the dish is more appealing. 2. Our prices are also lower. 	<ol style="list-style-type: none"> 1. The wait time for food are sometimes longer than expected. 2. Our location is closest to the school, so the rent is very high.
Opportunities	Threats
<ol style="list-style-type: none"> 1. The acceptance of exotic cuisines is growing higher. 2. The rise of food delivery platforms. 	<ol style="list-style-type: none"> 1. The consumer preferences change very fast. 2. There are more and more competitors are entering the market.

Image 4. Students learned how to identify various persuasive techniques and tactics. In addition, they also learned how to write the SWOT chart.

Names: Elizabeth ID: 111120047

Market Segmentation:
This part indicates the neighborhood where your restaurant is located. For example, if you pick Dingzhong Road's restaurants, your neighborhood will be the neighborhood near Wenzao (<https://bom.vpn.hk/bom-66300950506>). As a result, your demographics and the following have to be relevant to the neighborhood. However, if you pick the restaurant inside Wenzao, your market segmentation will be the whole school. This part isn't about your ideal customer who will eat in the restaurant you pick anymore.

Market Segmentation Targeting (the location that Wenzao is at)

Demographics	Age: 6-72 Gender: more female than males Occupation: student, office worker, service industry, educators Income: 71,000
Geographics	Region: south of Keelung store location: Dingzhong Road population density: High
Psychographics	Social class: lower middle class to middle class lifestyle: Dining with friends or co-workers
Behavioral	Purchasing habits: (online, physical store, or both?) Both Health/environmental conscience They interested in health-focused products.

4-P Marketing Mix
For this part, you need to focus on the restaurant's items and promotion tactics or techniques.

4-P Marketing Mix	Explanation
The most popular products (2 items) and describe those products (ingredients)	<ol style="list-style-type: none"> 1. Spicy Thai Basil Mixed + rice, pork, egg, and fresh vegetables 2. Southeast Asian Imperial-style Tender Chicken thigh
Prices of those popular products and reasons why those popular products are set within the price range.	<ol style="list-style-type: none"> 1. 130 2. 140 > Their price based on what competitors' price.

Image 5. Students applied their knowledge of market segmentation and 4P marketing mix to conduct primary and secondary research.

The class average for this graded assignment is 93 because the instructor would teach the knowledge with some exercises and work with students in groups to finish the market research step by step. However, three students experienced technical issues that resulted in unsubmitted work because they only used their phones to hand in the assignment with heavy web traffic under unstable internet. The instructor later received their work through email and provided the deducted grade.

5% YouTube Short Unit 6 tourism

In the tourism unit, the instructor requested students to apply jargon, knowledge, and skills more since tourism is about expressing and communicating to your audience. For each part of the class, students need to slowly finish the handouts with terms and knowledge from the lectures individually (Image 7), so they can use them for AI tools that increase their efficiency and productivity. In addition, for this assignment, Ian Li collaborates with the instructor to separate the parallel teaching for filming and editing videos.

This assignment utilizes the integration of AI tools, collaborative teaching, and experiential learning theory. However, the instructor paid attention to students' originality, so the instructor designed the handouts and lessons to teach them to complete them slowly by themselves with handwriting. Eventually, they used AI tools to modify their scripts and assist with their video completion. Students experienced the new media production process and utilization of the trained GPT, which are crucial for any liberal arts major in the future workplace.

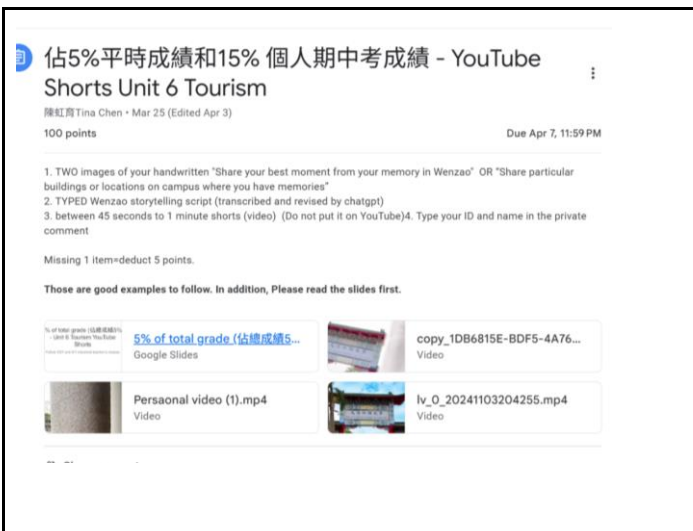


Image 6. The instructor usually provides a slide with detailed instructions and grading criteria. In addition, she also offered three examples for students to see.

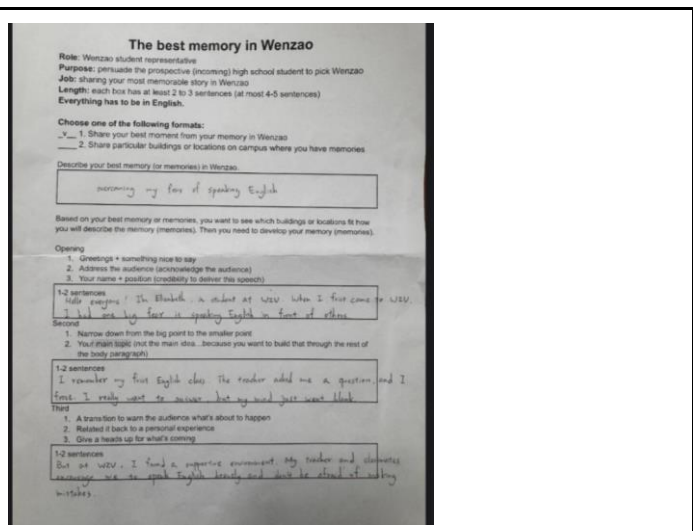


Image 7. Before using any technology, students applied the concepts of business storytelling techniques from the tourism unit and wrote down their own best memories to later create a promotional video.

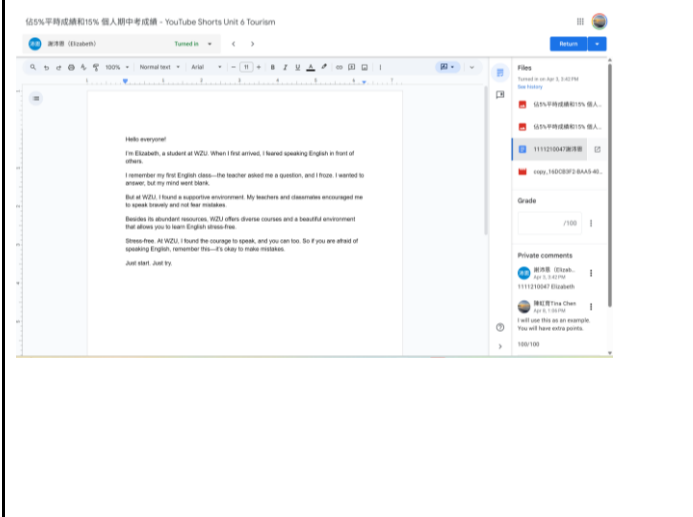


Image 8. It's an example of a student who utilizes the trained GPT to create a shooting voiceover script for her YouTube Shorts.



Image 9. This student uses CapCut and its AI function to complete the video after learning filming and editing techniques from Ian Li.

https://drive.google.com/file/d/1fJ6wRst4I61tjj7vjz2_-MszIhmOh7fg/view?usp=sharing

As long as students turned in this assignment on time and completed all the skill criteria, they would receive full scores. For the skill parts, the instructor realized that most of the students learned those skills for the first time, so this score aimed to encourage them to become interested in other related skills.

15% Midterm Group Video -Market Research and Proposed New Product

This part of the midterm exam assessment required students to combine what they acquired from their assessment on the marketing unit, along with their utilization of AI tools. As a group, they needed to propose a new product for their restaurants or shops based on the market research they had done. Then, they separated into two parts: one part needed to interview the owners for more information, while the other part created a survey to conduct market research for the new product. Next, they combined their information and filled out the attached document (Image 12) and utilized AI tools to finalize their slides. Finally, during the midterm week, students presented their research and proposal to other groups in the exhibition in the future work lab (Image 14), while other students evaluated their performance (Image 15).

This midterm exam part touches on the experiential learning theory, collaborative teaching, and integration of AI tools. Students were required to work as a team to complete their parts while utilizing AI tools to increase efficiency and productivity. In addition, students experienced how to exhibit their results in a short period to a constantly rotating audience. Meanwhile, through evaluating other teams' work, they also reflect on where they could improve and what their strengths are.

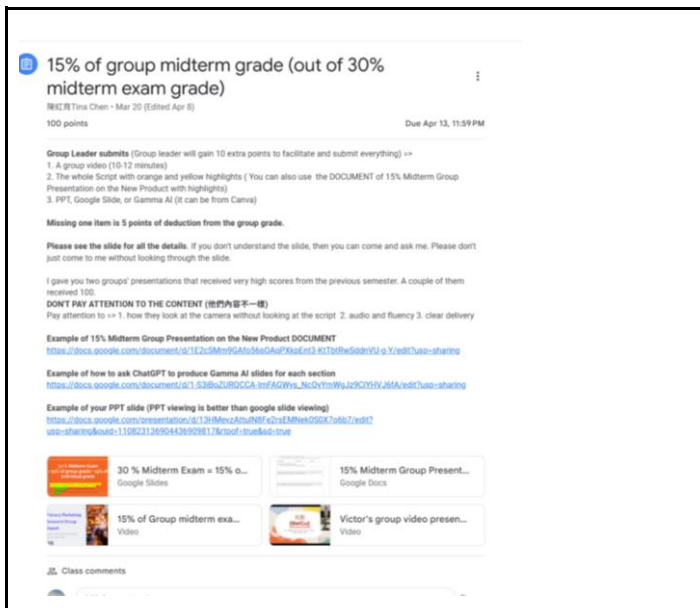


Image 10. The midterm group video announcement with examples of slides and video was given three weeks before the due date.

Image 11. This group chose to use Gamma AI to create the outline of a presentation slide.

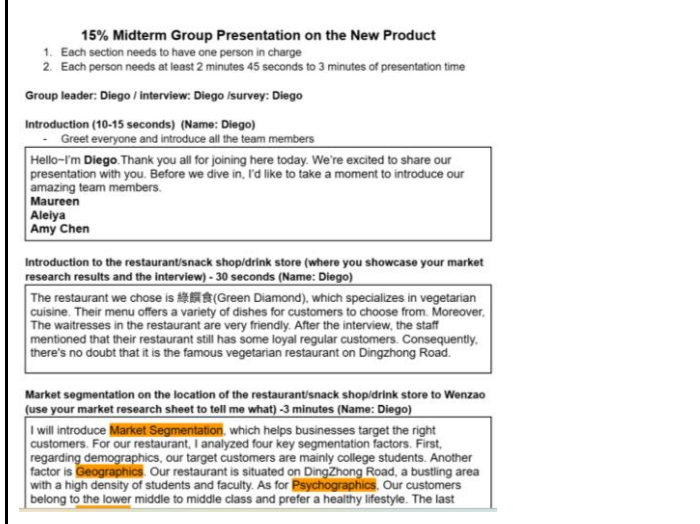
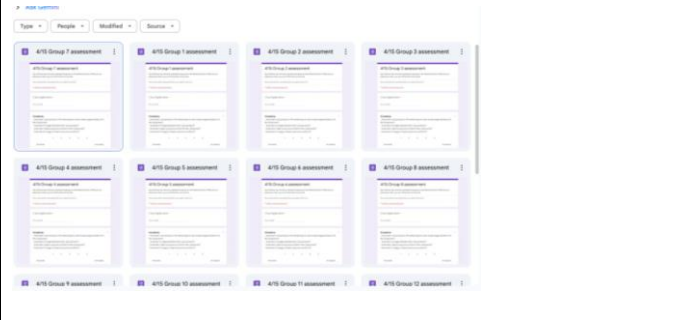


Image 12. The script and outline for the midterm exam group video matched 90% of their 10% Unit 5 individual marketing research. They were only required to use their research information, organize the content, and use AI tools to create the new product.

Image 13. This is the final product of one group's midterm new product proposal.

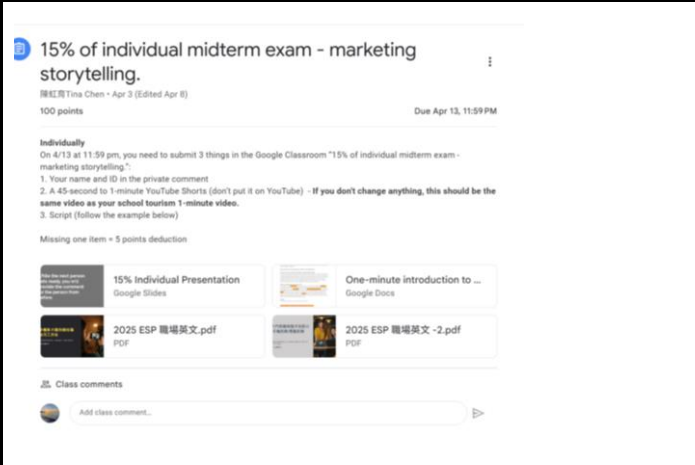
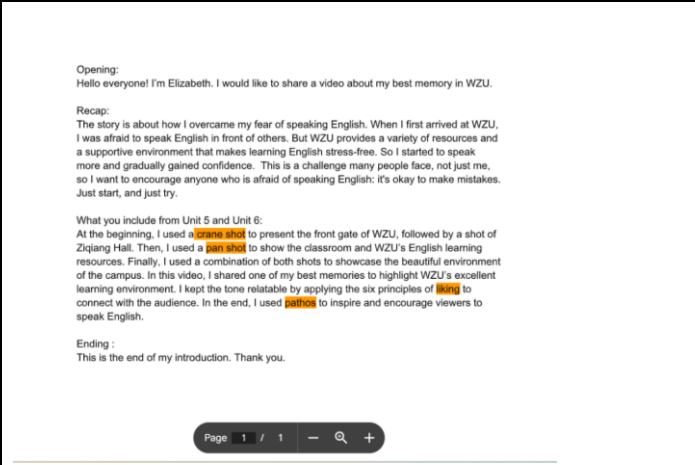


https://drive.google.com/file/d/1oi801Cy9It4aWg3YYvMvVIkK3TcNEj61/view?usp=sharing	https://docs.google.com/spreadsheets/d/1KFxz7t-gaAMDEO0fAd9URwEpH2c1_6kKY9EFDFQyLW0/e/dit?usp=sharing
<p>Image 14. Students rotate to listen to each group's presentation on their market research and new product proposal in the future work lab.</p>	<p>Image 15. In the future work lab, every student needed to evaluate each group's performance.</p>

15% Midterm individual in-class presentation - Wenzao tourism YouTube Shorts

This part of the midterm exam required students to showcase their marketing storytelling, along with the persuasive and filming techniques. Students have a maximum of two minutes to play their Shorts while delivering the concepts they applied in the video. They could adjust their Shorts based on the instructor's comments and resubmit them as part of the midterm exam.

This midterm exam utilized experiential learning theory and the integration of AI tools. Individual student learned how to share their experience and ideas to communicate with the audience, which is very similar to the workplace presentation. In addition, the script content needed to come from themselves with the AI tool's revision.

	
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<p>Image 16. The instructor offered clear instruction slides and grading criteria with a simple script. She also provided Ian Li's slides for students to use.</p>	<p>Image 17. Students used the sample script to write their own. The orange highlight indicated which part of the class content they used.</p>
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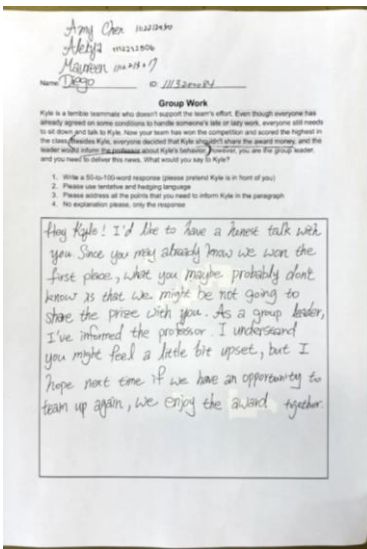
 <p>https://drive.google.com/file/d/1fJ6wRst4I61tjj7vjz2 - MszIhmOh7fg/view?usp=sharing</p>	 <p>https://drive.google.com/file/d/1Azal47y5PAAzoog6qky lub2zQ3aaW26Z/view?usp=sharing</p>
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<p>Image 18. This is Students' Shorts from Unit 6 Tourism's assignment.</p>	<p>Image 19. This is an example of how a student delivered her marketing storytelling.</p>
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5% Conflict Management Unit 7 Test and bonus hedging/tentative worksheet

In the conflict management unit, the instructor focused on the terminology, knowledge, and skills for Human Resources, such as hedging and tentative language, and different types of conflicts from the Thomas-Kilman model. This unit test aimed to help students familiarize the regular procedures of human resources inside a company, while they could identify the conflicts and judge how to engage them with different methods. Furthermore, they also learned how to speak politely and indirectly according to workplace culture. The bonus review quizzes on VILL allowed students to know which parts of the lectures they needed to catch up.

This graded test emphasizes student-centered and collaborative teaching because students can focus on what they haven't learned before and decide which parts they need to study more for the unit test. In addition, the instructor uses a bonus group worksheet to encourage students to work together to solve the normal clashes that they will often encounter. For example, a teammate never contributes to any group work at school, but at the end he or she both receives the prize and award like everyone else. This scenario is close to students' reality, so they can relate and begin to practice how to utilize the knowledge (Image 21). The second scenario takes place in a regular workplace where the conflict is between an employee and a client. Students were required to use what they learned from the unit to resolve the situation. Through cooperation and students' prior experience in dealing with conflicts, they realized the differences in how they deal with clashes in their personal and public lives.

<p>Part 5: Matching. Write down English letters from above. Each question can only have one answer. 3 points each. 28% at 4 points each</p> <table border="1"> <tr> <td>A. Make good relationships a priority</td> <td>B. Separate people from problems</td> <td>C. Listen carefully to different interests</td> <td>D. Listen first, talk second</td> <td>E. Set out the facts</td> <td>F. Explore options together</td> <td>G. Human resource manager</td> </tr> </table> <ol style="list-style-type: none"> _____ It's in our nature to think we're always right and the other person is wrong. Thinking of a third possibility might help you achieve reconciliation. _____ Treat the other person with respect. Do your best to be polite, and to discuss issues constructively. _____ If say, an employee has been leaving early, establish and record the evidence. Did they inform you? How often has this happened? _____ These might be differences in personalities, personal values, or ways of working. However, when only focusing on the issues and solve them first is more important, not the person himself or herself, the solutions can be solved. _____ We need to listen to what the other person is saying. If we're listening actively, we won't jump to conclusions or judge them before they've finished speaking. _____ So make sure you listen actively next time you have a conversation in the office. Remember, you should be giving eye contact, listening carefully, nodding, and allowing the person to finish before you start talking. _____ He/She usually appears to mediate the situation if the workplace clashes begin to affect more than just two people. 	A. Make good relationships a priority	B. Separate people from problems	C. Listen carefully to different interests	D. Listen first, talk second	E. Set out the facts	F. Explore options together	G. Human resource manager	
A. Make good relationships a priority	B. Separate people from problems	C. Listen carefully to different interests	D. Listen first, talk second	E. Set out the facts	F. Explore options together	G. Human resource manager		
<p>Image 20. The instructor ensured students acquired the necessary concepts about this unit's vocabulary, grammar, and knowledge.</p>	<p>Image 21. One example of how students responded to the simulated real conflict scenarios.</p>							

The class average of the unit test is about 74.6 because more students missed the first week after the midterm exam. However, eight students still managed to receive about 95, and one of them had 100. Eleven students had above 80. Twelve students had scores above 70, while the remaining had scores above 60.

10% Group Conflict Role Play Video

From Images 22 to 24, each group was required to draw lots to decide what type of conflict they would act out. After discussing their topics with them, each group began to design their play arc with main characters, setting, initial conflict, and climax. After they completed their worksheet with teammates, they used the trained GPT to change it to a script and fixed it with unit vocabulary and sentence structure. Then, everyone watched every group's video together, and each group had to pick a conflict video to perform a role-play mediation as a part of the final exam. The score would be judged both by me and their classmates. Then, to prepare them for the mediation role play and also simulate an employee training session, the instructor asked each group to do an impromptu presentation with a 25-minute preparation time, while everyone needed to complete their presentation parts within 5 minutes (Image 25).

This graded assignment is to allow students to experience conflicts and learn how to de-escalate or even resolve them. The instructor utilized experiential learning, the integration of AI tools, and collaborative teaching. The simulation of real workplace clashes allowed students to learn how to deal with the confrontation and obstacles they

would encounter; meanwhile, they also observed themselves as what type of employee inside a workplace while learning how to cope with the stress from all different scenarios with their teammates. Finally, the integration of AI tools created efficiency and productivity in script production while students provided sufficient human input. Therefore, they could leave with more time to adjust the script better and practice acting more.

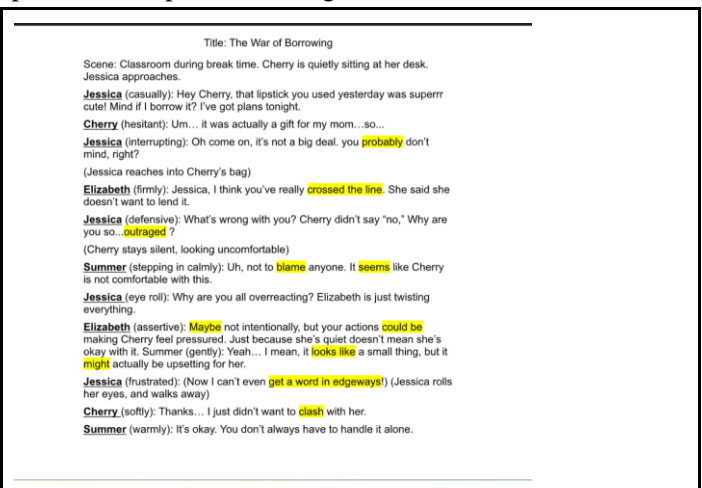
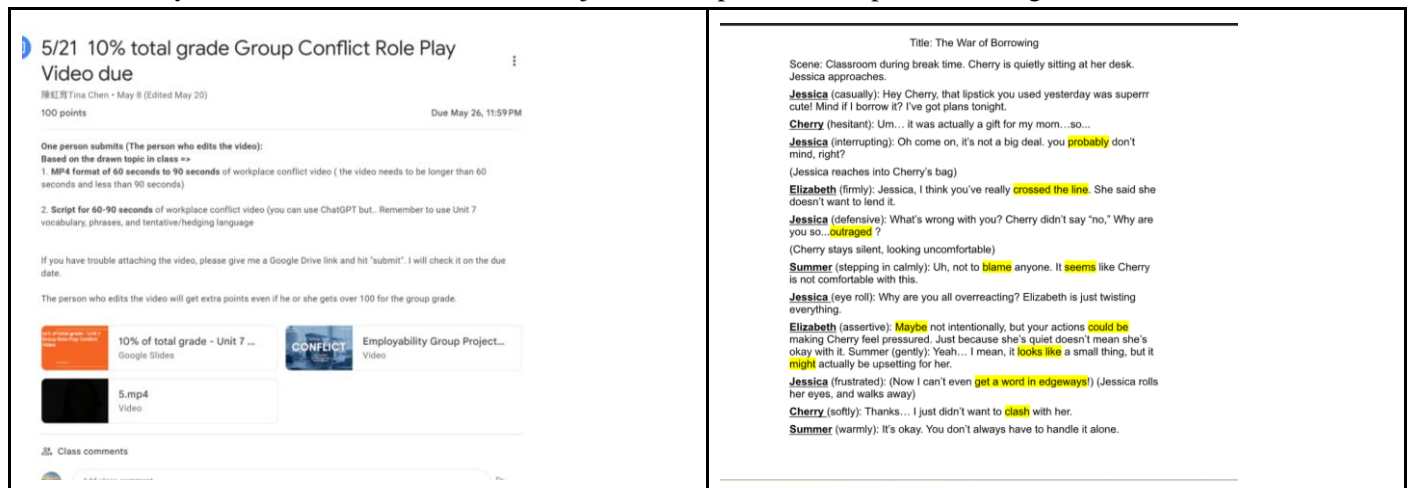
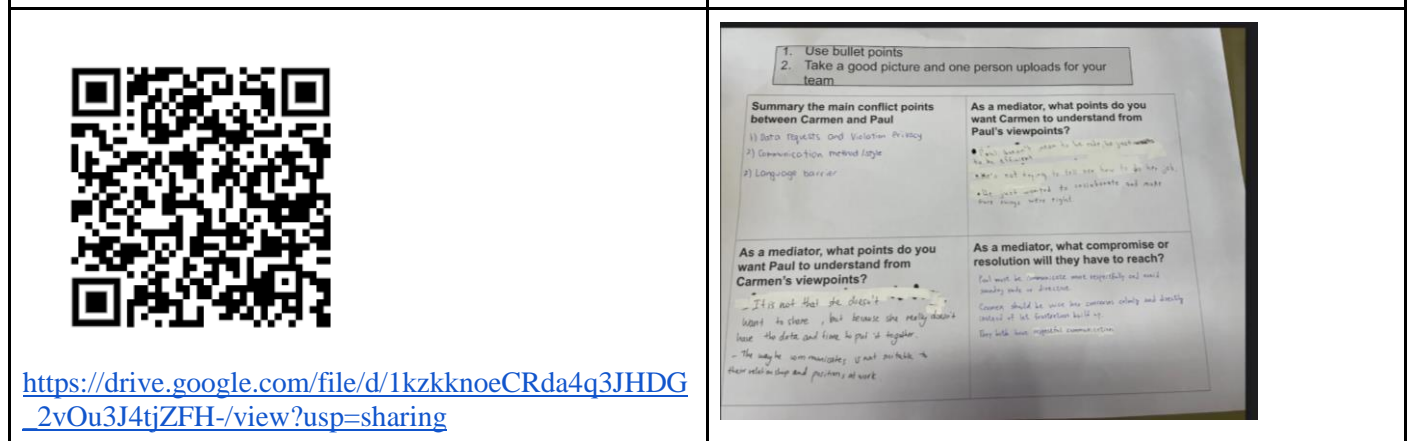


Image 22. The instruction, samples, and criteria for this group role play video were given two weeks earlier and could be done in class time since the videos were directly linked to the 15% final exam group role play video.

Image 23. This is an example of the script with the yellow highlights that indicate which part of the lectures or vocabulary they used.



<https://drive.google.com/file/d/1kzknoeCRda4q3JHDG2vOu3J4tjZFH-/view?usp=sharing>

Image 24. This is the most chosen video of the semester. The acting and editing captured the essence of a real workplace clash.

Image 23. This is an example of what a group produced for its impromptu presentation that students had 25 minutes to prepare a mediation or resolution to smooth over a conflict.

Six out of nine groups received 100. Three other groups received between 88 to 95 because they missed the criteria while shooting and editing the role-play videos.

5% Unit 8 one-minute elevator pitch and a bonus individual performance review worksheet

In the entrepreneurial mindset unit, students were required to prepare themselves for future internships and jobs. The instructor taught the keywords and knowledge of the growth mindset and soft skills favored in any future workplace interviews. The preparation document (Image 25) not only allowed students to know what to say in their one-minute elevator pitch but also helped students to complete their professional resume for another part of the final exam. In addition, combining with human resources concepts, students also individually reflect on their performance, knowledge, and skills throughout this semester, which is an essential exercise for students to know their abilities and identify their strengths and weaknesses.

This graded assignment provided students with opportunities to practice their professional English self-instruction for the workplace. In addition, the instructor could offer feedback for future improvement and their individual final exit interview. The pitch and performance review worksheet aimed to allow students to experience the

process of preparing for the interview and also get to know who they are, so they could be better prepared for entering the workforce. This part of the assignment heavily relied on the experiential learning theory, where students gained first-hand simulated learning while reflecting on their mistakes and attempting to improve for their readiness in the future. Furthermore, their performance was also reviewed by another classmate who hadn't worked with students themselves. After finishing the evaluation, they discussed what could have been improved, which indicates the benefit of collaborative teaching (Image 27)

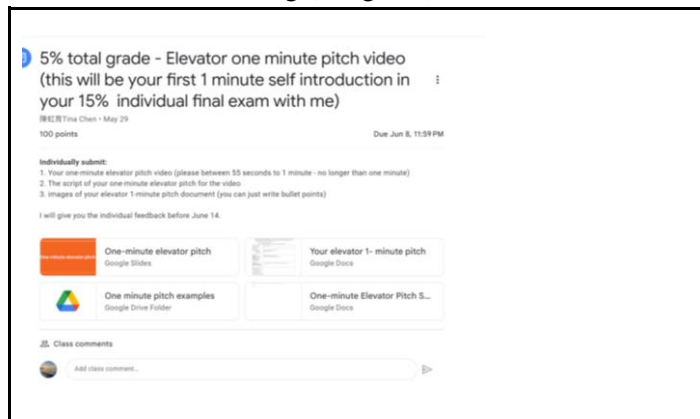


Image 24. The Google Classroom post included clear instructions, grading criteria, and samples



Image 25. This is an example of how students should prepare themselves to enter the workforce, such as a resume and an English self-introduction.

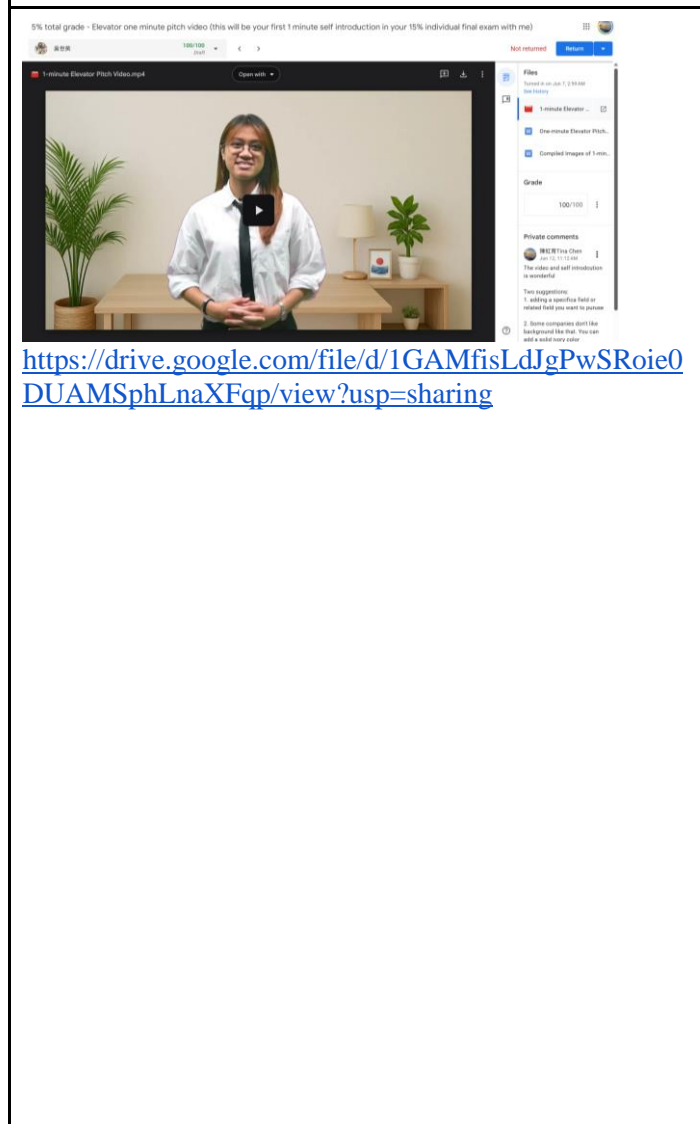


Image 26. This is an example of a student's one-minute elevator pitch.

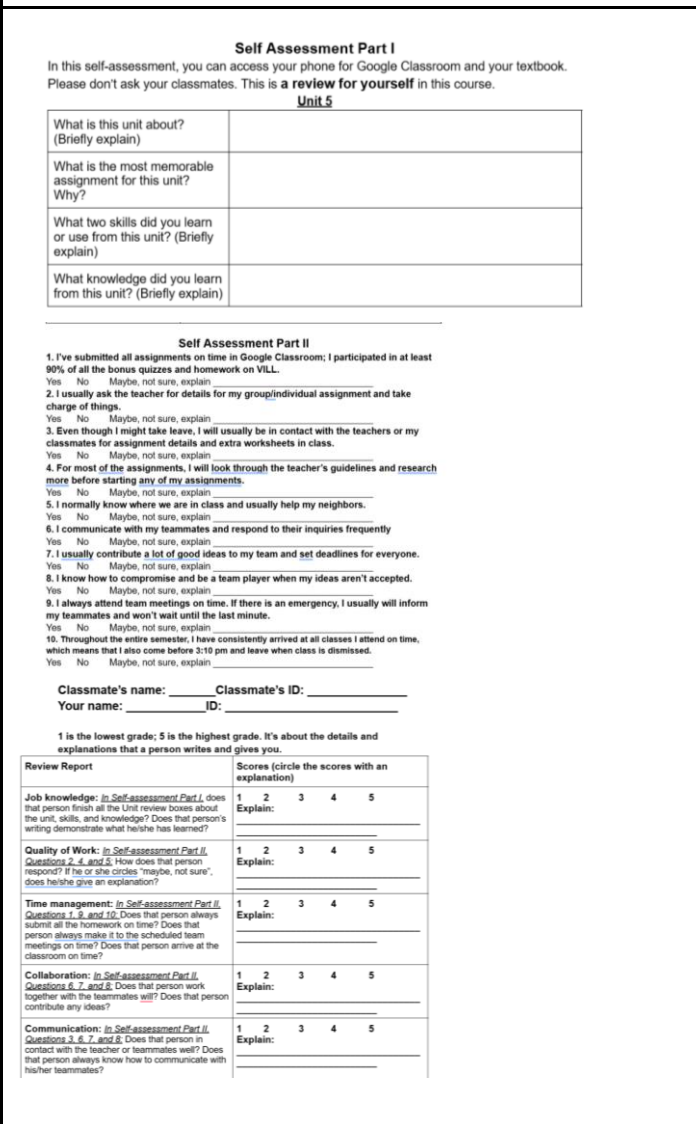


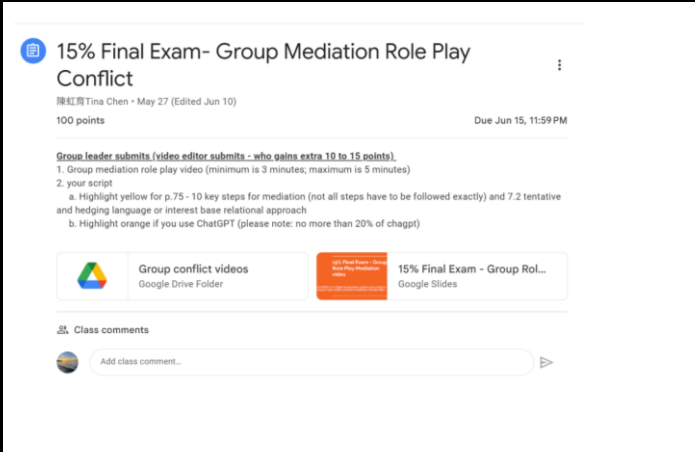
Image 27. These are the partial images of the performance review worksheet for students.

As long as students submitted the pitch video and participated in the bonus performance review worksheet, they would receive full scores on this grade. However, I had four students who didn't submit. Two students came to me and said they didn't have anything to put on their pitch video. The instructor worked with them to complete that part. One student simply chose not to submit this grade, while the other student didn't show up.

15% Final Exam - Group Role Play Mediation Video

This part of the final exam was an extension of the conflict management unit. Each group had to pick another group's conflict role-play video. Then, they utilized the approach, mediation steps, and case studies to complete their mediation role-play video. This part of the final exam would be solely graded by the instructor with the listed grading criteria.

The goal of this part of the final exam is to provide some insights for students to know the severity of mediation possession and the importance of conflict management. In addition, any clashes will always affect more than two people and often require many people to solve the issues. As a result, how students act in their future workplace is also crucial for them to either thrive or struggle. This part touched experiential learning and collaborative teaching since students acted out a real-life scenario while working together closely to solve an occurred conflict.

	 <p>https://drive.google.com/file/d/1znD2pjFyaRjTSeNVhcPHuHQ1XX3mYuzY/view?usp=sharing</p>
<p>Image 28. The Google Classroom post included clear instructions, criteria, and sample mediation videos, along with all groups' conflict role-play videos.</p>	<p>Image 29. This is an example of a group's role-play mediation final exam.</p>

15% Final Exam - Individual Exit Interview

For this part of the final exam, students were required to produce their professional resumes and job posts that contain job titles, companies, requirements, and qualifications. In the final exam week, every student would prepare his or her one-minute pitch. After that, the instructor would ask two to three questions regarding their job postings and resumes. Before the final exam, the instructor also taught students how to utilize their resumes and job postings to practice with the trained GPT orally (Image 31).

This part aimed to allow students to experience the process and preparation for an official interview, whether it would be for future work or school. Students also learned how to use AI tools to help them prepare for the professional setting, as long as they wrote the correct prompts and fed the important data. Those parts touched the experiential learning and the integration of AI tools, which helped students to adjust and prepare themselves for the future workplace during the age of AI.

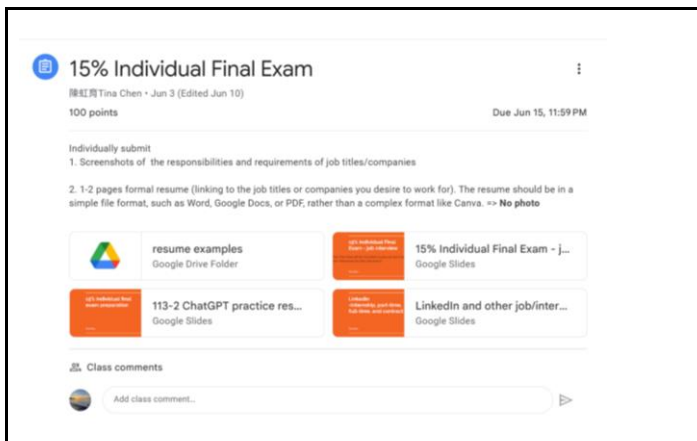


Image 30. The Google Classroom posting contained the instructor's instructions, AI practice slide, and sample resumes.

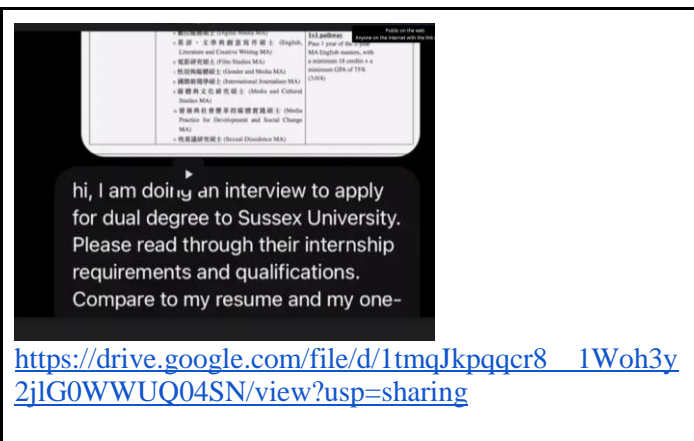


Image 31. This is an example of a student who practiced with AI for his exit interview.

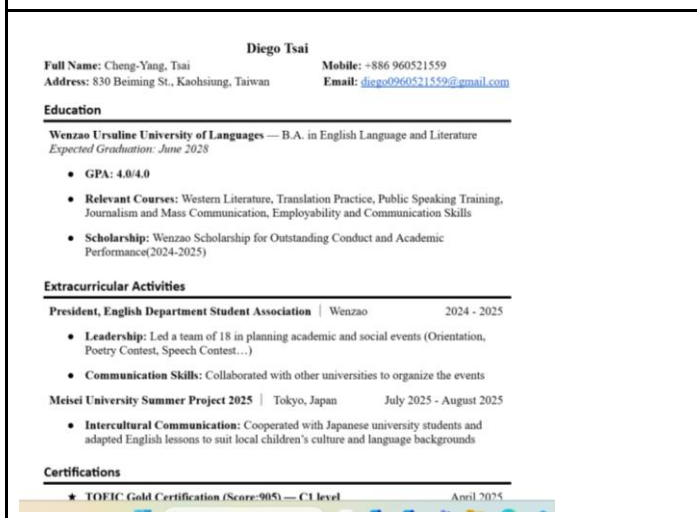


Image 32. This is an example of a student's real resume.



Image 33. This is a sample of an exit interview that a student went through.

(4) 計畫實施後問題改善狀況

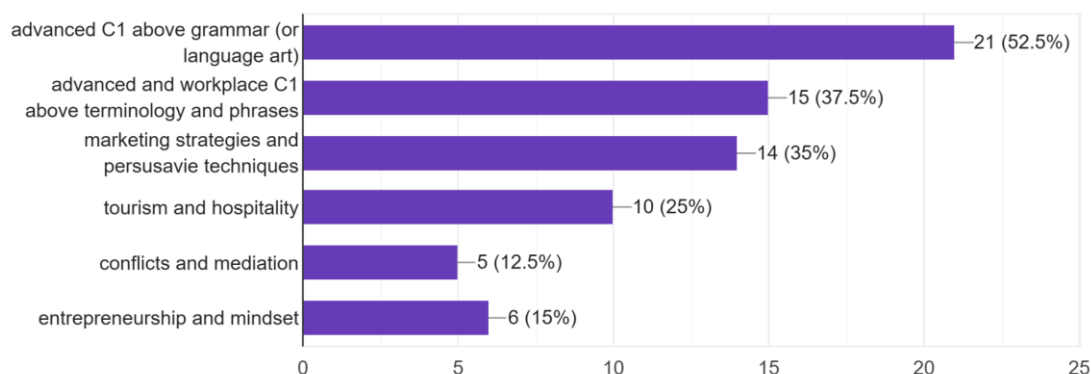
Improvement of the problem after the implementation of the project

The beginning of the semester survey

The instructor designed a survey to know the purposes of attending this course, their expectations of this course, and what skills they have already possessed, because the instructor adjusted the content materials and instructions from this survey.

3. What knowledge do you expect to learn from this course? (check the boxes you expect to learn)

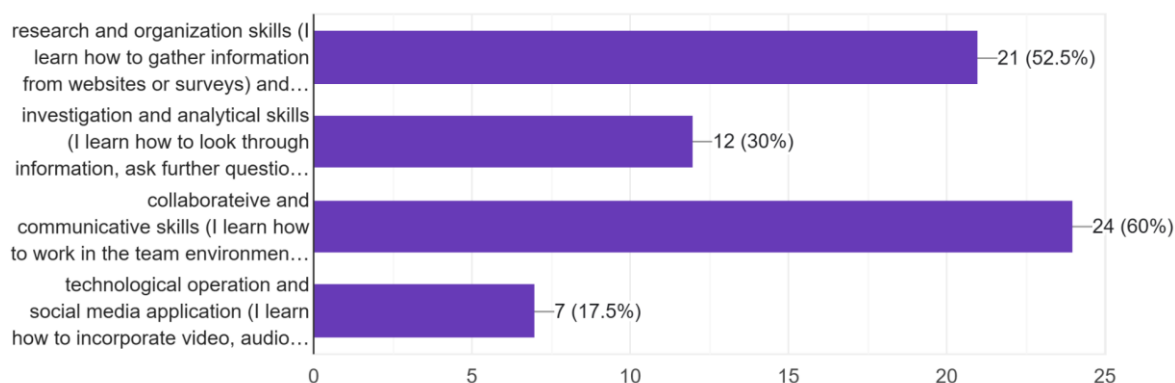
40 responses



37 people (90% of people believed that this ESP course mainly focused on terminology and grammar. The survey answer showcased students' misconceptions of the definition of ESP; they don't even know the differences among ESP, EAP, and EMI courses. ESP means Instruction is built around authentic, field-specific tasks—writing reports, delivering presentations, or chairing meetings—that replicate real-world demands and promote immediate transferability (Dudley-Evans & St John, 1998). Because these communicative demands differ across disciplines, ESP adopts an interdisciplinary perspective, drawing on education, linguistics, and communication studies to develop materials reflecting actual language use in context.

4. What skills do you expect to gain from this course? (check the boxes you expect to learn)

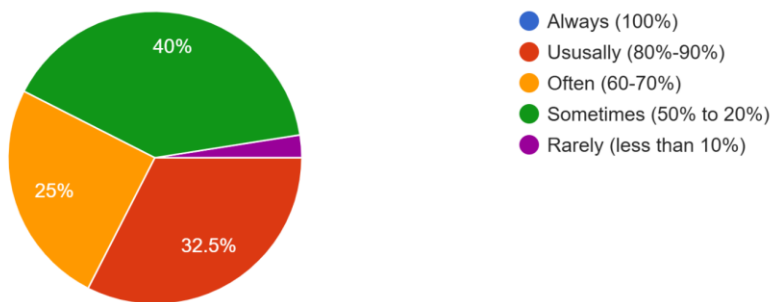
40 responses



This survey question's result contradicted itself in the students' answers. For example, if they want to improve their research and organizational skills, they also need to know how to ask the right questions and analyze the outcomes. However, the research and organizational skills occupied 52.5% while investigation and analytical skills only had 30%. Interestingly, students never thought that their technological operation ability was necessary, as AI has been a trend in recent years. However, it was true that this course did emphasize collaborative and communicative skills significantly.

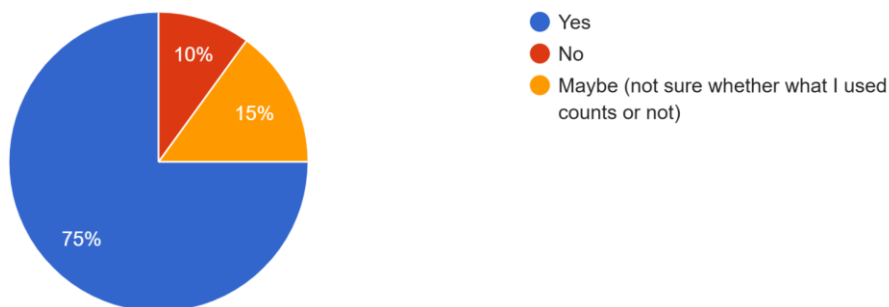
5. How often do you use ChatGPT, Bing Chat, or other similar language generative AI tool on your school work, part-time work/internship, or general informaiton search?

40 responses



7. Have you ever used AI tools to help you complete some parts of your past reports, essays, and presentations? (Please be honest. 單純蒐集資料，我不會拿這個against you)

40 responses



The top two pie chart results contradicted each other. If the top chart indicated only 57.5% of students used AI tools, the bottom part wouldn't be 75% of students who used AI tools for schoolwork (*113-2 Semester Beginning Survey (ECS), 2025*). The confusion from students' responses when they were asked "8. Are AI tools useful or somewhat difficult to use? Why or why not? If you used it before and found it difficult to use, please let me know why (please be specific)". Here are sample answers that illustrate students' understanding.

"Maybe it's because I'm asking the wrong way or sth, sometimes it'll give me not quite strange answers."

"It's very useful, but sometimes you just don't know how to ask the question."

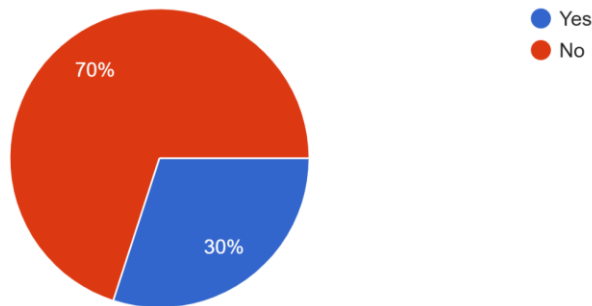
"Sometimes it doesn't generate the answer that I expect to get, and even though you asked the same question, it sometimes generates different answers."

"Sometimes it is not useful for me because I want my Chinese sentence to express clearly, but ai make it more complicated." (*113-2 Semester Beginning Survey (ECS), 2025*)

About 82% of them agreed that AI is very useful; however, they normally would hesitate to fully approve the functions of AI tools (*113-2 Semester Beginning Survey (ECS), 2025*). As a result, the instructor listed this as one of the issues in this ESP course because the integration of AI tools in ESP courses is essential to simulate real-life scenarios, and those students' B2 language ability qualified them to learn those tools without much difficulty.

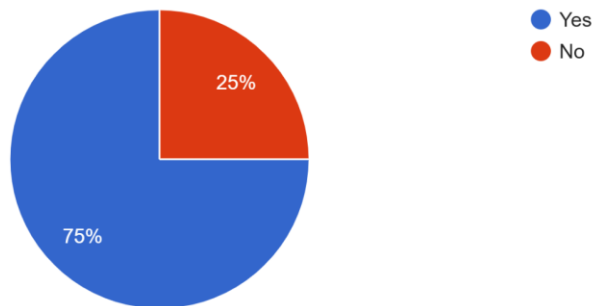
10. Do you know how to use online presentation video recording software, such as Screencastify or Loom?

40 responses



9. Have you ever used a video editing website (like CapCut or Canva) to create your own YouTube video or Vlog?

40 responses



Those two graphs showcased the discrepancy in students' digital technology abilities (*113-2 Semester Beginning Survey (ECS)*, 2025). Throughout this semester, the instructor discovered that students only know how to use Canva for slides, posters, and occasionally vlogs. They didn't know other Canva functions that can smooth their production process, such as removing the background. However, when recording a group presentation online, they struggled to come up with solutions. Some of them even returned to the traditional method of using a big flat screen TV and set up a camera.

In conclusion, the survey results demonstrated the three major issues that the instructor identified from the same course in the previous semesters. First, it is the students' misconceptions about ESP courses for heavily focus on terminology and phrases but ignore the domain-specific knowledge and skills. This also means that students probably rarely experience practical application exercises. Otherwise, the answers wouldn't be confusing and contradictory. The results also showcased students' ambiguous attitude toward digital content creation and AI literacy because the answers and the instructor's observation in general demonstrated that students often used technological and AI tools to solve their schoolwork; however, they rarely advanced their skills and knowledge for their future work.

Footnotes

113-2 Semester Beginning Survey (ECS) [Data set]. (2025, February 18). Google Sheets.

<https://docs.google.com/spreadsheets/d/1w3dboJVgrmTbIOIkAMwwx2zipNqIrSx9wnvxSiYxHw>

The instructor's end-of-year survey complements the semester beginning survey:

The instructor conducted the end-of-year survey for the next semester's class. In addition, it also served as a reflection for students to know their attitude and progress in this course. For questions 1 to 7, their purposes merely served as the

guide questions for the instructor to decide whether to consider their answers. As a result, the instructor only listed Questions 8 to 23 that were relevant to the report.

The table below was derived from 40 respondents with a Likert scale 1-5 (Strongly Agree = 5; Agree =4; Neutral = 3; Disagree =2; Strongly Disagree = 1). The overall mean appears in the final row. The list is below:

Question Text (Q 8 – Q 23)	Mean (5-pt)
8. The course was organized so I could grasp core concepts; large projects were broken into smaller tasks (e.g., staged Unit 5 marketing project).	4.78
9. Graded assignments—especially mid-term and final components—clarified course content and the need to practise research, organization, analysis, and editing skills.	4.65
10. Tests, assessments, and assignments accurately measured what I learned; key details were reiterated in class, on slides, and in the Line group.	4.85
11. Expectations and grading criteria were clearly defined on slides and rubrics (e.g., mid-term/final rubrics with instructor explanations).	4.78
12. Challenging tasks pushed me to synthesize information quickly and present ideas smoothly (e.g., Unit 7, 25-minute impromptu presentation).	4.55
13. The course developed workplace knowledge (e.g., hedging language, entrepreneurial self-presentation, tourist YouTube Shorts).	4.68
14. I learned to organize information and present it coherently so audiences understood (e.g., restructuring my Wenzao anecdote in Unit 6 storytelling).	4.65
15. Teamwork was required; even when collaboration faltered, I discovered my role and abilities within a group.	4.72
16. I became competent with video software (e.g., CapCut) and generative-AI media tools such as Bing Image Creator for “ideal customer” visuals.	4.68
17. I acquired prompt-writing skills in AI tools (e.g., using ChatGPT starters to design Unit 5 survey questions).	4.65
18. With the instructor’s ChatGPT link I practised job interviews and saw future benefits after crafting my elevator pitch and résumé.	4.58
19. Through the entrepreneurial unit I learned to prepare résumés, present myself professionally, and deliver a one-minute pitch.	4.65

20. I can transfer course knowledge and skills to other classes and to potential internships or jobs.	4.62
21. I am interested in exploring professional platforms (e.g., LinkedIn) and related sites for job search, preparation, and networking.	4.62
22. Presenting our Unit 5 marketing research in the Future Work Lab highlighted collaboration, accountability, and understanding my team role.	4.65
23. Doing bonus quizzes on VILL is a quick way to review lecture concepts; the AI chatbot practices tested both comprehension and critical-thinking skills.	3.77
Overall Mean (Q 8 – Q 23)	4.62

With a grand mean of 4.62, students expressed strong agreement that the course’s organization, assessment design, AI integration, and collaborative activities supported their learning and professional development; the sole comparatively lower score (3.77) suggests room to enhance the usefulness of VILL bonus quizzes and chatbot practice.

Footnote

113-2 End-of-Year Survey (English for Employability and Communication Skills) — 6/17 and 6/19 responses [Data set]. (2025, June 19). Google Sheets.

<https://docs.google.com/spreadsheets/d/10SK7Np848tvspdNVQ9bu80Hfc5X3dIUTNaD27Q0G6Jk>

(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	This course provides the students whose English proficiency is at CEFR B2 (CSEPT 240) or above with a series of practical speaking training of employability and communication skills to develop their relevant employment abilities for a successful working life. The course content includes marketing persuasion, business networking, conflict mediation, and performance review. Students will learn to effectively apply appropriate patterns, vocabulary, and communication skills in various scenarios through real-life workplace videos, case studies, and discourse analysis, role-plays, attending/holding meetings, and oral presentations. By doing so, students’ employability can be enhanced.	The ESP English in Employability and Communication Skills course is designed to develop students' domain-specific language abilities, workplace communication strategies, and digital literacy. It addresses real-world scenarios in marketing, tourism, conflict management, and entrepreneurship, preparing students to navigate professional environments confidently. The course fosters skills such as problem-solving, collaboration, and digital content creation through practical, AI-enhanced tasks. By integrating learning-centered approaches and experiential learning methods, the curriculum bridges the gap

		<p>between General English (GE) and English as a Medium of Instruction (EMI), aligning language acquisition with workplace demands.</p>
<p>Teaching Materials</p>	<p>Book name: Business partner: Your employability trainer C1 Authors: Bob Dignen, Iwonna Dubicka, and Mike Hogan</p> <p>Publication Year: 2021</p> <p>Publisher: Pearson Education Inc.</p> <p>ISBN: 9781292393001</p>	<p>Primary resources include the Business Partner: Your Employability Trainer C1 textbook, which provides foundational knowledge and exercises aligned with workplace scenarios. The supplementary materials are listed as below:</p> <ol style="list-style-type: none"> a. Articles from Harvard Business Review: These articles offer insights into contemporary business practices, leadership strategies, marketing trends, and conflict resolution approaches, grounding students' learning in cutting-edge industry knowledge. b. TED Talk Clips: TED Talks serve as an engaging resource for exposing students to global perspectives on entrepreneurship, workplace collaboration, and innovative thinking. These videos also help students practice active listening and analyze advanced discourse. c. YouTube Videos: Professionally curated YouTube content is used to demonstrate practical skills such as creating marketing campaigns, developing persuasive storytelling techniques, and mastering professional presentations. <p>In addition to traditional materials, the course incorporates AI tools like ChatGPT for drafting reports, Bing Image Creator and Gamma AI for designing presentations, and CapCut for video editing. These tools enable students to create professional-grade multimedia outputs while developing their digital literacy. Case studies, peer-reviewed group projects, and presentations further</p>

		reinforce the practical application of knowledge, bridging the gap between academic learning and real-world professional skills.
Design Concepts	<ol style="list-style-type: none"> 1. To enhance their awareness about important topics related to employability through reading, listening, and video viewing. 2. To apply communication skills in various working scenarios with relevant vocabulary and functional language for meaningful delivery. 3. To elevate their employability by learning skills of communication, teamwork, problem-solving, planning and organizing, technology application, and self-management. 	<ol style="list-style-type: none"> 1. Awareness Building: Enhance understanding of employability-related topics through reading, listening, and video materials. 2. Skill Application: Develop communication skills through role-playing and discussions in professional scenarios, using relevant vocabulary and functional language. 3. Real-World Integration: Cultivate employability skills, including teamwork, problem-solving, planning, technology application, and self-management, via simulated workplace projects and AI-assisted tasks. 4. Digital Literacy: Equip students with AI and multimedia skills for professional communication and content creation, bridging the gap between traditional ESP learning and digital workplace expectations. 5. Collaborative Teaching: This help students connect what they learn in class with practice applications. Meanwhile, students will grasp how they can utilize the knowledge and skills they learn in class in the real world.
Plan Implementation Methods	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Classroom Activities: Engage students in group discussions, role-playing, and case study analyses tailored to workplace scenarios. 2. AI Integration: Use tools like ChatGPT for drafting proposals, Bing Image Creator for presentations, and CapCut for video

	<p>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。</p>	<p>editing.</p> <p>3. Hands-On Projects: Implement tasks like creating marketing surveys, storytelling videos, and conflict mediation role-plays to provide experiential learning opportunities.</p> <p>4. Assessments: Incorporate individual and group evaluations, including performance reviews, resume workshops, and mock interviews, to simulate real-world professional assessment.</p>
<p>Course Attributes & Pedagogical Methods</p>	<p>Course attributes: regular course, cross-disciplinary, professional ethics course, and gender equity education.</p> <p>Pedagogical Methods: lecture, hands-on experience, learning autonomy, group discussion, problem-based, project-based, video/audio appreciation.</p>	<p>Attributes: The course targets minimum B2 to advanced C1-level learners, focusing on workplace-relevant topics like marketing strategies, tourism trends, conflict resolution models, and entrepreneurial mindsets.</p> <p>Pedagogical Methods:</p> <p>3、Learning-Centered Approach: Tailor tasks to meet students’ specific needs and career goals through authentic, contextualized learning.</p> <p>4、Experiential Learning: Use Kolb’s cycle of learning—experience, reflection, conceptualization, and experimentation—to build critical skills.</p> <p>5、Technology Integration: Incorporate AI tools and digital platforms to enhance learning, promote creativity, and prepare students for a technology-driven workplace.</p> <p>6、Collaborative Learning: Foster teamwork through group projects, peer reviews, and cooperative problem-solving tasks.</p>

2、 委員審查意見回應

Responses to the Committee Members’ Review Opinions

委員 1

1. 計畫書為《教師自主定義課程創新設計》，然而未見對此項目的闡述，無法理解與其他類型之異同。
2. 計畫書撰寫格式不清，標題不明、號次混亂，中英夾雜、草率程度更甚於學生作業，難以閱讀，怨難評閱。

My responses to 委員 1

I appreciated your comments. However, the explanation for 《教師自主定義課程創新設計》 is written on page 4 under the original report that I submitted. Here is the screenshot from the original report.

重點推動 項目對應 (單選) Corresponding Key Promotion Project (choose one option)	<input type="checkbox"/> 跨領域課程 Interdisciplinary Courses	<input type="checkbox"/> 課程融入生命教育議題 Integrating Life Education Issues into Curriculum
	<input checked="" type="checkbox"/> 教師自主定義課程創新設計 Teachers' Self-defined Curriculum Innovation Design	<input type="checkbox"/> 課程融入生命教育議題 Integrating Life Education Issues into Curriculum
備註：若為「教師自主定義課程創新設計」者，請於本欄位填寫項目名稱，並簡述推動之必要性。 Note: For those ticking "Teachers' Self-defined Curriculum Innovation Design", please fill in the project name in this field and briefly describe the necessity of promotion. This innovative curriculum design integrates the learning-centered approach, experiential learning, and utilization of AI tools, which are tailored to meet students' future workplace needs. Unlike traditional general English courses that focus on broad language skills, this course emphasizes specific professional contexts, covering topics such as marketing, tourism, conflict management, and entrepreneurship. It goes beyond mere language proficiency by fostering critical workplace competencies like research, teamwork, and technology integration. It develops students' professional language skills and digital literacy by using real-world simulations and AI-supported tools (e.g., Bing Image Creator, ChatGPT, CapCut).		

4

Promoting this design is essential to enhance students' adaptability to digitalized workplaces, equipping them with targeted communication skills, digital content creation expertise, and problem-solving abilities for a rapidly evolving professional environment.

Could you indicate how the format is unclear and tabs are ambiguous? It's because I followed the format and individual tabs that were given from the Office of Academic Affairs, which only provided instructional bullet points. There is no clear instruction on how I should write or present the results and content. In addition, the only Chinese part is a copy and paste (the image below) from the report on page 14. It shows the original course's plan implementation methods. I couldn't find the English version. Since this original part has been approved by the highest school course committee, I felt obligated to use the original Chinese content. However, the next time, I will indicate the intention of the Chinese part clearly with my English translation version.

Plan Implementation Methods	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。	1. Classroom Activities: Engage students in group discussions, role-playing, and case study analyses tailored to workplace scenarios. 2. AI Integration: Use tools like ChatGPT for drafting proposals, Bing Image Creator for presentations, and CapCut for video editing. 3. Hands-On Projects: Implement tasks like creating marketing surveys, storytelling videos, and conflict mediation role-plays to provide experiential learning opportunities. 4. Assessments: Incorporate individual and group evaluations, including performance reviews, resume workshops, and mock interviews, to simulate real-world professional assessment.
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Once again, I'd like to have different perspectives on how to organize my initial report since I have already written two previous teaching innovative course reports and had my presentations twice. However, I'd love to learn new perspectives. Thank you.

委員 2

1. 計畫摘要清楚仔細，對於教學理念交代明確
2. 對於現有教學問題，例如，教學習作繁瑣傳統，教學重點側重考試方向等等，深入探討
3. 教學策略創新可行，有助於提升學生學習成效，例如：在內容及目標上面，教材選擇上面，設計理念上面，教學理論層面，教學方法，都具體可行。以表格呈現，對比傳統與創新教學之間的異同。
4. 教學評量方面，能夠針對所教的內容以及教學重點進行實際評量，可行性頗高。
5. 建議教學活動可以增加分組競賽元素，採組內合作，各組競爭方式，以提高學生學習動機。

Responses to 委員 2

Thank you for your comments. I appreciate that you listed all the parts that I attempted to achieve from comments 1 to 3. For comment 4, I did have clear criteria for assessing all the graded assignments. I have a sample image under “teaching materials and tools” in this report. However, it's an innovative course that focuses on practical application and AI integration. The qualitative students' assessments are probably more applicable since this is an ESP course that indicates students' English proficiency isn't the emphasis. Instead, it is to utilize their English ability to learn new knowledge and skills related to the course content. For comment 5, competition is important if the students have already been familiar with the content and knowledge; however, learning from each other is more important while collaborating with teammates and the instructor, with the support from AI and other technological tools, is also very crucial. The purpose of the ESP course is to allow students to utilize their English proficiency in the domain-specific fields with practical skills that imitate the real-life working environment. Learning and supporting from each other is more relevant to their future workplace needs and fits this generation's characteristics. Meanwhile, they can observe others' strengths and learn how to correct their own weaknesses. Here is the link to show how they collaborate and deliver their own presentations to other groups => <https://drive.google.com/drive/folders/1nowm6OuBpFy0DDhORNgUpfzZng5e7BGP?usp=sharing>.

Once again, thank you for your comments.

委員 3

1. 此課程以 **AI 驅動學習與體驗式教學** 結合，設計清晰且創新性強，能有效提升學生就業力與溝通能力。建議可加量化指標以追蹤學生學習成效。
2. 教材設計結合數位化內容，應用 **AI 如 ChatGPT 與 CapCut**。建議可提供更詳細的課程進度與活動細節，尤其是針對 **AI 工具** 的應用教學。
3. 教學內容聚焦職場溝通技巧，如衝突管理與行銷說服，充分吻合職場需求。
4. 評量方法包括案例分析與實際模擬，能真實反映學生學習成果。建議提供數據支持，如應用到不同年級學生之學習成效的預期改善數值。

Response to 委員 3

Thank you for your comments. I appreciate that you mentioned the application of AI and technological tools inside the course for comment 2. In addition, thank you for saying that you believe my content fits everything in the workplace. For comment 1, this part “建議可加量化指標以追蹤學生學習成效” showcases through their self-evaluations on the end-of-year survey, the self-assessment worksheet, and the peer evaluation. However, for qualitative data, I will only present the data from the Likert scale in the survey. For comment 4, once again, the quantitative data support is mentioned, while the learning outcome should be evaluated within different university grades. However, besides their English proficiency, this course focuses on practical applications and heavily relies on students' skills and knowledge from their own native language. Moreover, from the instructor's own observation and experience, international students tend to have more advanced knowledge and skills, like editing, from their original country's education. Therefore, “應用到不同年級學生之學習成效的預期改善數值.” This part needs to be carefully planned and carried out. Once again, thank you so much for your comments.

3、未來精進與改善建議

Suggestions for Future Refinement and Improvement

Since the midterm and final exams will be moved up one week each, the instructor might be forced to combine certain units and reduce the amount of the assessments. This means that the instructor will probably need to adjust the number of large assignments and combine them with the bonus activities. In addition, the variation of the practice group activities can be more diverse. The purpose of those group activities was to help students become more familiar with the knowledge, so they can work together to practice those new concepts. Students like impromptu presentations as a group bonus activity, so the instructor will consider developing more similar activities.

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

The results from this innovative course will be showcased in the 20th Cross-strait Conference on Foreign Language Teaching & Learning in Beijing, China. In addition, it might become the content for applying 115

semester MOE Teaching Practice Research 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)

Please the previous pages. All the photos have descriptions. For the 15% midterm exam - group exhibition in the Future Work Lab, the photos and short videos can be found under this Google

Drive:<https://drive.google.com/drive/folders/1nowm6OuBpFy0DDhORNgUpfzZng5e7BGP?usp=sharing>.

Each group member is required to visit the stations of five groups. The groups on all the stations only had 2 minutes to introduce their group's effort on marketing research of their restaurants, snack shops, and beverage stores.

附件二：課程/教材內容及學習成果

Appendix II: Course/Teaching Materials Contents and Learning Outcomes

The images have already been given in the previous sections.

7、經費實際運用情形

III. The Actual Use of Funds

單位 Unit : \$61930 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
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諮詢費、輔導費、指導費	\$42,000	\$44,000	100%	多了一次的討論
臨時工作人員/工讀費	\$18,240	\$19,380	100%	因為多了要幫忙 AI 在教室協助
保險費	\$600	\$4656	100%	勞健保和第二代健保費用低估
AI 軟體費用 (ChatGPT)	\$7800	\$3206	100%	因為會計只能每半年計算，ChatGPT 不能買斷一年。
資料蒐集費	\$2000	0	0	不需要，把費用移給別的部分
交通費	\$1490	0	0	不需要，把費用移給別的部分
總計 Total		\$61,930		