計畫名稱　：高雄市政府「2017生態交通全球盛典」英語溝通人才培育產學合作研究計畫案（一）

簽　約　單　位

甲　　　　方：　高雄市政府交通局

計畫聯絡人：王偉哲

乙　　　　方：　文藻學校財團法人文藻外語大學

計畫主持人：英國語文系助理教授翁一珍

計畫共同主持人：英國語文系楊千瑩老師

執行期間　：　105 年 10 月 1 日至 106 年 3 月 31 日

計畫案別　　：□產學合作 ■產學合作研究 □其他：＿＿＿＿＿＿

產學合作合約書

計畫領域：　■外語專業服務與訓練

具有短期專案人員：■否

擬申請教師產業研習之認列：■是

（均須有具體之成果或產出，如技術研發或移轉、產品開發、具體參與業界運作或營運等，且須提出具體佐證，並完成回饋教學義務，作為本校推動委員會之認列。）

簽約日期：105 年 10 月 24 日

文藻學校財團法人文藻外語大學產學合作合約書

高雄市政府交通局（以下稱甲方）為辦理『高雄市政府「2017生態交通全球盛典」英語溝通人才培育產學合作研究計畫案（一）』計畫（以下稱本計畫）特委託文藻學校財團法人文藻外語大學（以下稱乙方）負責執行，經雙方協議同意訂立本合約書共同遵守。

第一條　　計畫內容

　　　　　詳如合作計畫書（如附件）。

第二條　　計畫執行期間

　　　　　自民國105年10月1日起至106年3月31日止。

第三條　　計畫經費暨撥付

　　　　　本計畫總經費為新台幣86,222元整，（內含乙方行政管理費10%），合作期間，甲方憑乙方開出之請款收據匯付至乙方專戶（銀行：臺灣企銀博愛分行，銀行帳號：00312800012，戶名：文藻學校財團法人文藻外語大學）。

第四條　　計畫內容之變更

　　　　　一、本計畫應由乙方負責執行，不得委託或轉包其他機構辦理。

　　　　　二、本計畫甲或乙方如有變更之必要時，應於執行期間屆滿前一個月內，敘明理由經雙方同意後執行。

第五條　　計畫成果之歸屬

　　　　　本計畫之成果歸屬於乙方所有，且乙方得在適當保密原則下發表相關教學性之論文。

第六條　　保密協訂

　　　　　本計畫執行期間雙方均應遵守基本保密措施，以防第三者惡意竊取本計畫之執行成果。

第七條　　計畫之驗收

　　　　　乙方應於計畫執行期間屆滿後一個月內，依合約之規定完成計畫內容之驗收。

第八條　　爭議之處理

　　　　　雙方因履約所生之爭議，悉依契約及相關法律之規定，本諸誠信解決之。

因本約涉訴訟時，雙方同意以台灣高雄地方法院為第一審管轄法院。

第九條　其他

一、本合約計正本二份，雙方各執乙份，副本二份，由乙方保存以為憑證。

二、本合約自雙方代表或其指定之人簽署後溯自計畫執行日起生效。

立合約人

甲　　方：高雄市政府交通局　　　　　　乙　　方：文藻學校財團法人文藻外語大學

代表人：陳勁甫局長　　　　　　　　　代表人：周守民

統一編號：　　　　　　　　　　　　　統一編號：76000424

業務單位：交通局　　　　　　　　　　執行單位：英語暨國際學院英國語文系

業務代表人：王偉哲　　　　　　　　　專案主持人：翁一珍

地　　址：高雄市新興區中正三路25號17　共同主人人：楊千瑩

樓　　　　　　　　　　　　　　　　　地　　址：高雄市民族一路900號

中　華　民　國　105　年　10　月　24　日

3
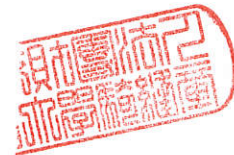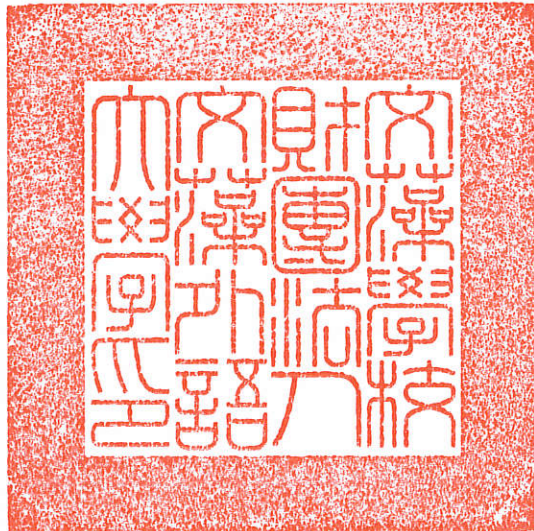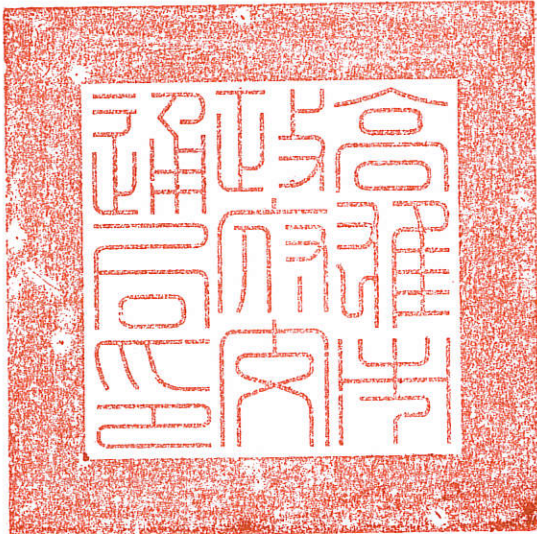
高雄市政府交通局『高雄市政府「2017生態交通全球盛典」
英語溝通人才培育產學合作研究計畫案（一）』計畫書

專 案 主 持 人	英國語文系	職　級	助理教授	姓　名	翁一珍
共 同 主 持 人	英國語文系	職　級	專任講師	姓　名	楊千瑩
計 劃 執 行 時 間	自民國 105 年 10 月 01 日至民國 106 年 03 月 31 日					
計 劃 名 稱	高雄市政府交通局『高雄市政府「2017生態交通全球盛典」英語溝通人才培育產學合作研究計畫案（一）』				
合 作 企 業 計 畫 聯 絡 人	王偉哲		聯絡電話	0933088533		
人 事 費	NT$71600				
業 務 費	NT$6000				
管 理 費	NT$8622				
共　　　計	NT$86222				

計畫摘要（以五百字內對本計畫要點作一概述）

計畫內容

（一）　計畫之背景及目的

　　21世紀的今日因全球化的影響及網路科技的進步，英語已儼然成為世界語言。為迎接高雄市政府「2017生態交通全球盛典」，並接待來自各國貴賓與好友，如何提升高雄市府核心團隊籌備人員的英語能力，協助其在籌備與接待的過程中，能夠運用流利的英文與外賓交流，行銷高雄，並達到有效的溝通，使來台參與此盛會的國外人士留下美好印象，已經成為一件刻不容緩的事。此產學合作計劃案目的主要為培育國際大型活動所需之專業英語溝通人才，協助其在籌備活動中能夠有自信的運用英文為工具，促進國際交流，達到有效溝通。

（二）　執行優勢

　　文藻外語大學是台灣外語教育的領航員，建校50年來，在各行業皆培育了許多專業外語人才，且深受各界好評。本校在輔導大型國際活動與進行活動服務與行政人員之外語專業服務與訓練經驗非常豐富，包括2008中華民國總統就職國宴服務人員訓練，2009年高雄承辦世界運動會的外語服務人員訓練、以及各大型國際會展及會議之翻譯與接待人員訓練等，例

如，2016 年台灣國際遊艇展、2016 年台灣國際扣件展等，皆有本校師生參與其中，並得到極佳的迴響。因此，由文藻外語大學協助市府交通局「2017 生態交通全球盛典」外語服務的訓練，對市府與文藻而言，可說是一件雙贏的合作案。

（三）　執行內容：

1. 執行內容；本產學合作研究計畫(一)將以外語基礎訓練為主，為考量合作單位參與學員的英文能力，擬先從較初級的生活會話與接待英語開始，循序漸進至初階會展英文口語練習為主。因此，計畫內容共包含二個主題，每個主題約 10 週，分別為「英語接待與生活會話」及「會展英文」。此外，也將運用任務導向語言教學法(Task-based Language Teaching)探討本計畫學習方案內容之合適性，以符合合作機構學員在執行工作時的實際需要。

2. 合作時程：民國 105 年 10 月 1 日至民國 106 年 3 月 31 日，共 6 個月。每週一次，一次 2 小時，上課時數為 40 小時。

3. 參加對象：高雄市政府交通局同仁為主，小班制，約 5-15 人。

4. 課程主題：初步規劃如下：

日期	課程主題	授課教師
105/10/1-12/15 (10 weeks)	接待英語與生活會話	茉莉瓊安(Johanne Murray) 老師
105/12/16-106/3/31 (10 weeks)	會展英文	楊千瑩老師

5. 預計可能遭遇之困難及解決途徑

　本計畫可能遭遇的困難如下：

(1)因學員英文程度不一與期待的落差，可能造成教學與學習的困難與挑戰。

(2)合作單位的學員出席率與其學習的投入程度，將直接影響其學習成效與本計畫之執行成效。

　為解決以上問題，預計於計畫開始時，先由授課老師了解學員的英文程度與期待，在依學員學習情況調整上課內容與進度，以提升學習效益。

（四）預期完成之工作項目及成果：

　本計畫預計將協助市府同仁完成二個主題的英文課程之訓練，共計 40 小時，藉此提升參與學員對英文的興趣，更進一步協助其將英文應用在職場相關的工作項目，增加於跨國事務溝通時英文口說自信心，以迎接「2017 生態交通全球盛典」的到來。

Utilizing Task-Based Language Teaching in Language Acquisition of an ESP Program

This research proposes to use a Task-Based Language Teaching (TBLT) methodology to develop an ESP (English for Specific Purposes) program for government professionals responsible for organizing a high profile international event, in Kaohsiung, Taiwan. According to Douglas (2000) and Elder (2001), ESP programs should take into account specific industries involved and which facilitate language learning for particular professional task-based specifications. This methodology is more intricate to implement, as an international event spans several industries and language needs. Understanding tasks needed in carrying out English discourse, including communicating regional initiatives, understanding and communicating specific cultural and tourism aspects. It will evaluate which materials were more significant in assisting with specific task-based communication and discourse needed in setting up international events. Discourse can include partnering with international organizers and assisting visitors. Therefore, language teaching must be relevant to these professionals' specific needs, with content and language acquisition that integrates, knowledge, communication, marketing, cultural awareness and industry development (Long 2013).

In developing a program that can effectively integrate all the aforementioned components, Long's (2013) Task-Based Language Teaching (TBLT) was determined to be the best model in carrying out research and developing programs which yield such a variety of language acquisition specifications. According to Long (2013, p26), this methodology was first developed in the early 1980s. Due to its unconventional practice of not utilizing any form of linguistic syllabus or undergoing any "synthetic approach to language teaching" or previously developed industry related English learning text books, it was originally adopted with much skepticism by educators. However, there has been a growing trend in developing English acquisition, to reflect real-life task discourse. According to Long (2013), most vocational and occupational English textbooks have not been developed by industry professionals. Long's (2013) task-based communication method provides a greater understanding of the importance of more precise discourse and embraces the functional side of language acquisition. Therefore, due to "its great relevance to specific groups of learners" (Long 2013, p. 26), this methodology could best suit the needs of this research.

Long (2013), describes a step by step process that is to be undertaken in order to carry out this type of research. The first step includes a language audit that identifies the professional and cultural materials that are already available and meet the particular specifications of industry professionals. A needs analysis is then carried

out in two phases. This includes identifying target tasks that will be carried out by the professionals and understanding ESP discourses required for their work. An analysis should then be undertaken of scenarios involving sample discourses, in order to provide them with samples of native speakers that are successfully carrying out these types of discourses. With regards to this specific group of language learners, a task-based needs analysis is carried out through an interview process. The following are a list of questions that have been specifically developed in targeting these professionals' task-based needs and for identifying the required teaching resources. In most studies questionnaires are mailed or emailed out to participants (Long, 2013). However, in this study they will be handed out to participants in person, prior to the observation phase. This will be followed up with an unstructured interview. Suggested questions for the unstructured interview and the pre-program questionnaire can be found in appendixes A and B.

Serafini & Torres (2015) discuss the difficulties of identifying practitioners' needs as instructors are not experts in such specialized domains. This is combined with the requirement of gaining a greater understanding of real world needs and the specific tasks students will need to accomplish in English. Serafini & Torres (2015) also understand the importance of including cultural instruction in ESP courses. In this particular study, it will be of utmost importance to not only identify teaching materials that can assist practitioners in organizing a specific event, but also instruct in cultural competence.

Implementing TBLT was found to be particularly difficult because it is a relatively new methodology. It was found that instructors lacked knowledge in how to implement this methodology (Ogilvie and Dunn, 2010; Serafini & Torres, 2015). Identifying specific resources was found to be the main factor that made the development of TBLT programs so difficult (Serafini & Torres, 2015, p. 175), particularly for instructors who were not trained in TBLT. Therefore this research project, will attempt to identify useful resources for international event organizers that must carry out a variety of task-based discourses.

After undertaking a needs analysis through interview and questionnaire phases, the instructional materials are then identified. Oliver et al. (2013) found that an added complexity in vocational education and training (VET) was that teachers either had technical knowledge and practical expertise but lacked linguistic and cultural understanding, which would allow them to sufficiently meet the learning needs of their students. Therefore, after carrying out needs surveys they utilized several alternative methods of obtaining teaching material. These included observing and consulting with nonparticipants and professionals working in the field, using training manuals to identify particular language patterns and technical tasks. These were often

obtained through relevant websites and industry materials.

According to Laborda (2013) and Park & Slater (2015), modern technologies can integrate multiple language learning skills, tasks for TBLT programs and experiential learning. They also give insight into real world scenarios and industry specific knowledge. Laborda (2013) outlines the wealth of internet based resources that can be found for TBLT instruction including YouTube, blogs, wiki, marketing resources, advertising and webcasts etc. Park & Slater (2015) describe the multitude of ESP tasks students can carry out by using their own smartphones. Therefore, utilizing technology in TBLT programs can assist instructors to meet the needs of such unique industry specifications and provide a multitude of real-world resources. Other materials that could be useful include industry related and promotional materials that are already in existence. These can be analyzed for specific vocabulary, used for developing tasks that utilize culturally specific language, which are useful in identifying appropriate vocabulary and cultural dynamics involved in promoting their event (Albano & Sabato, 2013).

This research proposes to gain a better understanding of how to utilize a TBLT methodology, in designing a program which can utilize learning techniques such as reading, writing, speaking and listening. Through TBLT, participants can acquire a greater knowledge of how to carry out discourse regarding ESP information, marketing and promotional techniques, with intercultural competence. Students can get a greater understanding of how to better position and promote of their event (Gonzalez-Pastor, 2013), by honing their language skills to fit their professional needs (Long, 2013).Triangulation of sources will include self-assessment, interviews and questionnaires, in order to determine tasks-types. Tasks identified through the interview phase are then categorized into different task-types, which illustrate key linguistic topics. This will then reveal the necessary materials that can be utilized (Long, 2013).

Language auditing, will include classroom observations of how students interact with the materials and how this type of language acquisition increases their ability to carry out specific tasks within their profession (Long, 2013). At the end of the program, surveys and self-assessment will be administrated in order to determine perceived progress and how a TBLT methodology has assisted them in carrying out real-world tasks. Observation and student participation would be ongoing throughout the program. Significance of task-types, task-categories and language acquisition materials will then be evaluated by students, in order to make sure the triangulation of task-identification and matching of learning materials are solid (Long, 2013).

This research can also identify cross-cultural pragmatic knowledge, with regards to task performance (Long, 2013). Cross-cultural influence was found to

impact task-based discourse which subsequently affects the way language based tasks are carried out (Long, 2013). Understanding cultural differences in communication is crucial for high profile international event organizers. In TBLT language instruction, it is also very important to understand how cross-cultural confidence can modify appropriate task-based discourses (Long, 2013). Task-based activities can include developing a list of culturally specific words with regards to the industries and their task-based needs, which will subsequently facilitate the appropriate accurate translations (Gonzalez-Pastorm, 2013).

By implementing a TBLT methodology in developing this particular ESP program, it can better identify appropriate materials for professionals that have a role in organizing high profile events and understand participants' multicultural needs. It will integrate industry materials, event materials, existing organizers' materials, related internet materials and culturally based materials, in order to provide insight into communication needs of international event participants and local organizers. A final report which triangulates questionnaires (both before and after the program has been completed), interviews, student's self-evaluations and in-class observations will be utilized in assessing the effectiveness of using TBLT in this capacity. This program is also designed to assist participants in understanding how to use ESP for necessary tourist based positioning, promotion and organizing of international events.

1. What is your role in preparing for Eco-mobility?

2. What is something work-related that you would particularly like to learn about in this program?

3. What knowledge do you have similar events have been carried out previously in other cities? Where they native English speakers? How well did they communicate information to visitors and international event organizers?

4. What do they perceive do you perceive to be your greatest weaknesses and strengths in using English in your job?

5. What do they hope they will gain from the class?

6. What are the specific goals for this event and what do they hope they will gain from the experience

7. What are the ultimate goals for the city and what does it hope to gain?

8. How do they hope guests will perceive their event and their city

9. Give examples of conversations they expect they will need to carry out their jobs?

10. What are the cultural and language backgrounds of the guests and organizers that are coming for this event?

11. What do you know about these cultural backgrounds?

12. What sorts of cultural differences do you think there will be?

13. What class topics do you feel would be helpful in acquiring the English you will need to carry out your jobs?

14. Are already any materials regarding this event in English? What sorts of materials do they feel would you feel helpful in being able to carry out your job in English?

15. What locally developed materials are there in English is there already?

APPENDIX B- PRE-PROGRAM INTERVIEW

1. What tasks will you be expected to carry out in English and how confident do you feel in being able to do this?

2. What specific needs and expectations do you have from this program?

3. What sort scenarios do you perceive you will be using English in your jobs? Give me some examples of situations that you will have to be speaking English?

4. What do you feel the most excited about in organizing this event? What are you most worried about?

5. How do you feel about working with people from other cultures? Meeting visitors from other cultures? Giving out information in English?

6. What kinds of contact will you have with international visitors?

7. What are sorts of experiences they hope to provide for the visitors?

8. What do they perceive their role to be in promoting their city, its tourism industries and event?

9. What partnerships with international organizers are you working with? What sorts of tasks will you work on together?

10. What do cultural aspects of international partnerships are you most interested in and which ones worry you the most?

References

Albano, M., & Sabato, G. (2013). Bodies, emotions and tourism: a study of Costa Cruises commercials. *Journal of Tourism Consumption and Practice Volume, 5*(1).

Bosch, G., & Schlak, T. (2013). Teaching Foreign Languages for Tourism: Research and Practice. Peter Lang.

Douglas, D. (2000). Assessing languages for specific purposes. Ernst Klett Sprachen.

Elder, C. (2001). Assessing the language proficiency of teachers: Are there any border controls?. Language Testing, 18(2), 149-170.

González-Pastor, D.M. (2013). Developing intercultural competence in the English for Tourism classroom through the study of cultural words. Teaching foreign languages for tourism: Research and practice, 107-126.

Laborda, J.G. (2013). Alternative assessment in English for Tourism through Web 2.0. Teaching foreign languages for tourism: Research and practice, 89-106.

Long, M. H. (2013). Identifying language needs for TBLT in the tourist industry. Teaching foreign languages for tourism: Research and practice, 21-44.

Marriott, H. E. (1997). Australian-Japanese business interaction: Some features of language and cultural content. Bargiela-Chiappini-Harris 1997a, 49-71.

Park, M., & Slater, T. (2015). A typology of tasks for mobile-assisted language learning: recommendations from a small-scale needs analysis. *TESL Canada*

Journal, 31, 93. Chicago

Ogilvie, G., & Dunn, W. (2010). Taking teacher education to task: Exploring the role of teacher education in promoting the utilization of task-based language teaching. *Language Teaching Research, 14*(2), 161-181.

Oliver, R., Grote, E., Rochecouste, J., & Exell, M. (2013). A task-based needs analysis for Australian Aboriginal students: Going beyond the target situation to address cultural issues. *International Journal of Training Research*, 11(3), 246-259.

Serafini, E. J., & Torres, J. (2015). The Utility of Needs Analysis for Nondomain Expert Instructors in Designing Task - Based Spanish for the Professions Curricula. *Foreign Language Annals*, 48(3), 447-472.