



文、圖／許啓業

Article/photo, Hsu Chi-yeh

93 年澳州墨爾本皇家理工學院 提昇英語能力專題研究後感

Reflection on 2004 Case Study for English Proficiency Enhancing Program in RMIT University





壹、研究背景

1 997年期間金融風暴曾經重創亞洲多國，我國憑藉著穩固的金融體制，不僅未受影響，反而再創經濟高峰，且順利完成多項政經改革，但面對新世紀來臨，全球化、數位化腳步加快，國際競爭加劇，在全球的競技場上，唯有掌握此蘊藏無限開展契機的時刻，方可跨越時代藩籬，贏得世紀比賽的桂冠。爰行政院為落實陳總統治國理念及國家未來施政藍圖，於民國91年5月3日頒定「挑戰2008：國家發展重點計畫（2002-2007）」，內容包括三大改革及十大計畫，堪稱為我國

之「國家中程發展計

畫」，其中之「E

世代人才培

育計畫」即

將推動全

民英檢

列為主

要架

構。

行政院

人事行政局為持

續推動「提高公務員

英語能力」計畫項目，於去

(93)年11月5日函請各機關及縣(市)政府選派簡任11職等以下，具全民英檢中高級或相當英語測驗等級能力者1-2位，俾日後協助機關帶動英語學習風潮。復由該局評選各機關薦送人員40人(中央30人、地方10人)，於11月29日至12月25日赴澳洲墨爾本皇家理工學院(Royal Melbourne Institute of Technology, RMIT)全球英語中心(RMIT English Worldwide, REW)進行「提昇英語能力專題研究」，俾參採國外語言教學模式，以

Part 1 Study background

I n 1997, as financial crisis severely crippled the economies of many Asian countries, Taiwan has held firm thanks to its solid financial structure that insulated the island from being affected but moves to recreate yet another economic pinnacle, together with a number of political and economic reforms completed. Yet amid a new era where the pace of globalization and digitalization quickens, and global competition becomes fierce, the ability to capture this niche timing that bestows infinite possibilities in the global competitive arena remains the only viable means to surpass the confine of time and capture the crescent in the millennial race. In support of manifesting president Chen's national administration concept and in support of the nation's future administration blueprint, the Executive Yuan has

on May 3, 2002 promulgated a "Challenging 2008: a

national development focus plan (2002 -

2007)", which covers three

major reforms and ten

infrastructure

plans that can

be described

as a mid-

term na-

tional de-

velopment

plan for

Taiwan.

Among them,

the E-generation

cultivation plan has

been developed around the

framework of a nationwide English

proficiency assessment program.

To continue promoting the "Public servant English proficiency enhancing program", the Central Personnel Administration has notified various government agencies and county/municipality governments on November 5, 2004 to appoint one to two civil servants up to job class 11 with an advanced or equivalent English proficiency as evaluated through the nationwide English proficiency assessment. Whereby the bureau further evaluated the candidates recommended by various agencies and selected a total of forty individuals, including 30 from central government and 10 from local governments, to partake a "focus English proficiency enhancement study program" in Royal Melbourne Institute of Technology (RMIT)'s English Worldwide (REW) Center in Melbourne, Australia to facilitate





為將來推動公務員英語能力提昇作業參考。

貳、訓練機構概況與教學特色

一、訓練機構概況：

澳洲墨爾本皇家理工學院(RMIT)創立於1887年，為澳洲規模最大之多階段大學(multi-level university)之一，係全球理工學院排名第55名學府，每年吸引眾多國際學生申請就讀；而該校之全球英語中心(REW)成立於1968年，以師資陣容堅強、課程完整、教材具多元性及系統性著稱，並與英國(國際事務)諮詢委員會(British Council)及劍橋大學合作，成為國際英語測驗(IELTS)之會辦機構，且於中國、香港、新加坡、印度等地設立分支機構。平時主要工作在配合該校對外國學生進行英語能力訓練，凡申請就讀該校之國際學生，除已獲相當英語能力檢定及格者外，皆必須通過規定之語言訓練階段始可入學，我國僑務委員會每年均選送所屬同仁至該中心研習。

二、教學特色

(一)能力分班，因材施教：學員於訓練前均須參加該中心英語分級測驗，以電腦作答方式檢定聽、讀及文法結構能力，再配合情境描述方式即席短文寫作，評定單字運用及句構等級，最後由老師個別訪談，鑑定口說表達能力後，進行能力分班。全部教育學程計區分七等級，惟我國參訓學員因皆已具相當語言能力，成績經評定均較其他國際學生同等級者高，但為研習各階段教學方式，仍以測驗結果降等，分別參加第4(中)級以上班級，與其他國際學生共同上課(如附表)。

mirroring foreign language teaching mode that could be adopted as references in future promotion of public servant English proficiency enhancement.

Part 2 Profile and teaching characteristics of the training institution

1. Profile of the training institute:

Founded in 1887, the Royal Melbourne Institute of Technology (RMIT) is one of the largest multi-level universities by scale in Australia, and ranks 55th among renowned universities of sciences and engineering worldwide, where it consistently draws many international students to apply for registration for studying at the university. While the university's English Worldwide (REW) center, founded in 1968, is best known for its dynamic teaching faculty, comprehensive curriculum, diverse and systematic teaching material, and has been co-underwriter of the International English Language Testing System (IELTS) that it collaborates with British Council and Cambridge University, with branches located all across China, Hong Kong, Singapore, India and so forth. The center primarily serves to support the school's English proficiency training for foreign students, and international students who wish to apply to study the program are not only required to possess a certain level of English proficiency and qualification but are also required to undergo designated entrance language training before they may enroll to study; Taiwan's Overseas Chinese Affairs Commission regularly selects administration associates to study at the center on a yearly basis.

2. Teaching characteristics:

(1) Aptitude-oriented classes for customized teaching implementation: As all participants are required to undergo the center's English professional grading examination prior to enrollment, the students are assessed of their English listening, reading and grammar proficiency through a computerized Q&A mode, coupled with short composition in a scenario description for assessing their vocabulary adaptation and sentence structure sophistication, before the would-be student is interviewed individually by the panelist to assess their oral expression capability and readying for placement by aptitude. With the entire educational curriculum divided into seven levels, the trainees from Taiwan are enrolled in the intermediary (level 4) or higher classes despite possessing a significant level of language proficiency graded higher than other international students on a comparable level, in order to study various phases of the teaching modes, and sharing the

classes with other international students (refer to the chart below).

級數 Grade	等級 Level participants	本團人數 Group	級數 Grade	等級 Level	本團人數 Group participants
1	初學級 Elementary	0	5	中高級 Upper	16
2	基礎級 Rudimentary	0	6	高級 Advanced 1	17
3	實用級 Pre-Intermediate	0	7	優級 Advanced 2	3
4	中級 Intermediate	4			

(二) 議題討論，多元深入：全球英語中心 (REW) 採小班式教學，每班學員約 15 人，由二位資紳老師依各階段學習方向及重點，掌握每個同學學習進度，並策重議題討論方式，鼓勵學員自報章媒體或週遭環境中選擇有興趣的研究專題，由同學區分小組充分討論、交換意見，另協助同學藉由網路或赴州立、學校圖書館搜集完整資料，且撰擬研究問卷到街上進行抽樣訪問，完成資料彙整後，再由分組每個同學逐位上台報告研究結果與心得。

(三) 實用學術並重：全球英語中心 (REW) 主要工作在提升申請進入墨爾本皇家理工學院 (RMIT) 學員之語言程度，因此其課程包含閱讀技巧、研究方法、論文撰擬及研究結果報告等重點，使他們在入學前具有學術進修的英語能力；除此之外，澳洲的人文風情也會利用課程之餘，藉由小組競賽、戶外教學等互動方式，讓學員了解該國生活型態，更進一步參與地區活動、適應當地生活，達

(2) Panel discussions that are diverse and in-depth:

Taking to a small class orientation, the Worldwide English (REW) Center has approx. 15 trainees in each class, which is presided by two senior instructors who grappling the progress of each trainee by prescribed learning direction and focus designated for all phases, in which the enrollees are encouraged to instigate topical research on subjects that interest them most from newspapers and print magazines or things around them, whereby the students are let in on group discussions and opinion exchange. Moreover, the students are shown to gather data through Internet, or through state or school libraries, and to compose research questionnaire, polling it in the street, as well as presenting their study findings and reflection individually on the podium upon concluding their topical studies.

(3) Dual emphasis in practical and theoretical learning:

As enhancing the English proficiency of enrollees applying to study at RMIT is the key mission of REW, the curriculum encompasses key focuses including reading skills, research methods, dissertation composition, research finding reportage and so forth, which provides an excellent pathway for further study at RMIT. In addition, the get acquainted with Australian culture through interactive means, such as group competitions, outdoor teaching, to gain firsthand exposure to regional activities, adapt to the local way of life, and help to achieve the dual purpose of theoretical and practical learning.



到實用學術並重的目的。

- (四) 自主學習管理：為培養進入墨爾本皇家理工學院（RMIT）後之自主學術進修能力，全球英語中心（REW）編訂各階段系統性多媒體或書面自修教材，且設立自主學習中心（Independent Learning Center, ILC），嚴格要求每位學員落實自主學習管理，請每位學員先依教材檢測個人語言弱點後，結合各週課程進度，訂定學習目標及重點，並紀錄檢討缺失，由老師列為各課程階段評核重點，有效強化學員語言能力。

參、學習心得

一、建立正確學習觀念：語言是溝通的工具，唯有不斷犯錯、持之以恆方能學有所成，換句話說，就是要勇敢的、臉皮厚的或甚至不要臉的使用它；或許犯錯當時令人尷尬，但卻絕對可以讓學者印象深刻，因為英語不是我們的母語，學習過程犯些錯是應該的。試想，若有外國人用中文與我們交談，儘管他用錯字、成語或語法，一般並不影響我們了解句意，而且我們會讚美他的努力哩。舉個例子，研習期間，為了嘗試做義大利麵，一個人到市場買起司粉，問了好幾個攤位，比手畫腳買「Cheese Powder」，最後總算遇到一位風趣的老闆恍然大悟，告訴我應該說「Cheddar」，買完東西後還與我閒聊做義大利的技巧，讓我既學得單字又多認識一位朋友，令人難忘。

二、養成良好學習習慣：曾有學員抱怨，每次記單字總是今天背明天忘、明天背後天忘，不知如何是好，老師聽畢卻馬上恭喜他活得健康，且謂只有將往生之人，迴光返照才可能過目不忘，即使外國人亦復如此。而要記住單字，除了坊間有些字根、字首或想像連結方法外，大量閱讀應是良方。

(4) Voluntary learning management:

To cultivate a voluntary academic study dynamic once RMIT, REW has compiled and edited systematic multimedia or written teaching materials for all stages, and has launched an Independent Learning Center (ILC) to stringently require every member to undergo independent study management, whereby each member is assessed of the individual linguistic weaknesses through the teaching materials with a set of learning objectives and focuses drafted upon each week's curriculum, together with records kept for deficiency review, while the instructor would enlist as evaluation focus for each stage of the program in a move to enhance the member's linguistic proficiency.

Part 3 Study reflections

1. Instilling a positive learning approach:

Language serves as a communication tool. One is about to perfect language learning with perseverance and without shying from making mistakes; in other words, what it takes to learn a foreign language takes guts or event attempting to use it as shamelessly as possible. Granted that making mistakes could be embarrassing, yet this is when one remembers the most. Since English is not our mother tongue, it is quite conceivable that one would make certain mistakes. Suppose certain foreigners are attempting to converse with us using Mandarin and making some mistakes along the way in terms of idioms or phrases, normally it does not hinder our understanding, and most of us would tend to praise them for making the efforts. For example, during my study, while attempting to make spaghetti, I went to the market to get cheese powder, and asked the proprietors at several booths trying to gesture what I wanted. At last, a humorous proprietor finally got what I was trying to gesture and told me that I wanted cheddar, who, upon my getting the cheese, proceeded to telling me some of the tips in preparing Italian dishes - a rather memorable experience in picking up vocabulary and making new friends.

2. Cultivating a fine learning orientation:

A common complaint from the enrollees is how one tends to forget certain vocabulary one memorizes today by tomorrow, or tomorrow by the day after, feeling very frustrated. Upon hearing this, the instructor has congratulated the student for living so healthily, for only the dead or those on a rebound could have the so-called photographic memory, and forgetfulness also happens with foreigners too. To expand one's vocabulary, besides popular methods such as recognizing the prefix or suffix, a viable means has been to read as much as one can. When reading, it is best to avoid looking up



閱讀時，盡量避免遇生字就查字典，僅對該段的關鍵單字查閱即可，如此將可增加敘用字的出現率，同時熟悉句子、段落的結構，對寫作也大有幫助。

三、建置英語環境：部分家庭爲了學英語，將傢俱、設施都貼上英文單字，以隨時記住那些單字，這種做法或許有點誇張，但卻不失爲妙計。只有將自己置於全英語思考環境中，方能在必要時自然地表達出來，也是反應語言的最根本用法。因此，應儘量強化自己的語言環境，例如聽英語廣播、看英語報章、寫英語日記或甚至自言自語，即使聽不懂、看不懂也將無礙於體會英語的語感，對提升英語能力必有助益。

四、自主學習、自我管理：只有自己最了解自己，學英語這麼多年，總是犯重複的錯，未澈底將這個洞補起來，以後只要碰到類似的用法就喪失信心，更別說面對他。全球英語中心(REW)首先要每個學員誠實面對自己，檢討學習障礙與盲點，再依據課程進度，訂定個人學習目標與重點，找到合適的教材自主學習，自我管制及檢討，有效強化個人整體語言能力。

肆、國內推動公務英語成效之檢討與建議

一、檢討

(一) 缺乏學習誘因：我國公務體系以往未採具體措施以提升人員英語學習意願，致除部份負責涉外工作人員外，大部分人認爲尚無必要多花心血學習英語，因此儘管曾辦理相關語言推廣活動，但成效未見彰顯；相較於民間大型企業，爲廣拓經營版圖，長期以來均積極培養、推廣及進用外語人才，確能有效提高營運收益。因此，如何增加公務員學習誘

the dictionary too frequently but rather only to look up certain key words, which would improve the recognition of frequently appeared words. While familiarizing oneself with the sentence and paragraph structures, one is progressing in composition writing.

3. Instilling an English environment:

what some households have done in posting English vocabulary on their furniture in a move to memorize those words may seem slightly excessive yet a viable means. Only when one is in a total English environment would one be compelled to think and speak in English, a very rudimentary approach in language reflection. Hence it is best to expose oneself in a total English environment, such as listing to all English radio broadcast, reading English newspapers and magazines, keeping an English diary or talking to oneself, where a less than perfect comprehensive in listening and watching would not do any harm to one's English linguistic comprehensive but there is always certain yield in excelling one's English proficiency.

4. Voluntary learning, voluntary management:

As no one knows you better than yourself, after having learned English for so many years, I find myself to be repeating the same mistakes, an area that was never addressed, while I continue to shun from tackling the mistake whenever similar usages come up. The World English (REW) Center first wants everyone to confront himself honestly by reviewing his own learning obstacles and blind spots, before one is to draft a set of learning objectives and focuses according to the curriculum by locating the suitable teaching materials to study on one's own, and exercise voluntary control and review in order to better strengthen one's overall linguistic capabilities.

Part 4 An overview and recommendation for Taiwan's civil servant English proficiency enhancement yield

1. Overview

(1) Lacking learning incentive: Lacking tangible measures in Taiwan's public service system that would poise to enhance the personnel's English learning desire, except a portion of the public servants involving in foreign affairs, the majority of civil servants have reckoned it unnecessary to study English, which leads to indifferent outcome yield of related language promotions staged previously. Compared with large-scale private enterprise, in a move to expand their business presence, most of the private firms have been actively developing, promoting and hiring foreign language talents over time, which have indeed produced effective yield in expanding the business operations and profitable gain. In light of which, how



因應是當務之急。

- (二) 英語環境不足：為肆應全球化、數位化時代，我國已無法避免的須面對與各國政府、民間互動，但以往大部分的公務資訊、環境仍停留在以中文為主的觀念，致國際事務或觀光推廣不易；另人員職前或在職訓練方面，亦未重視英語提升方案，或研擬計畫性強化措施，致欠缺推動國際化人才庫，影響國家邁向國際化進程。

- (三) 未與工作結合：

依據內政部警政署入出境管理局統計資料，以去

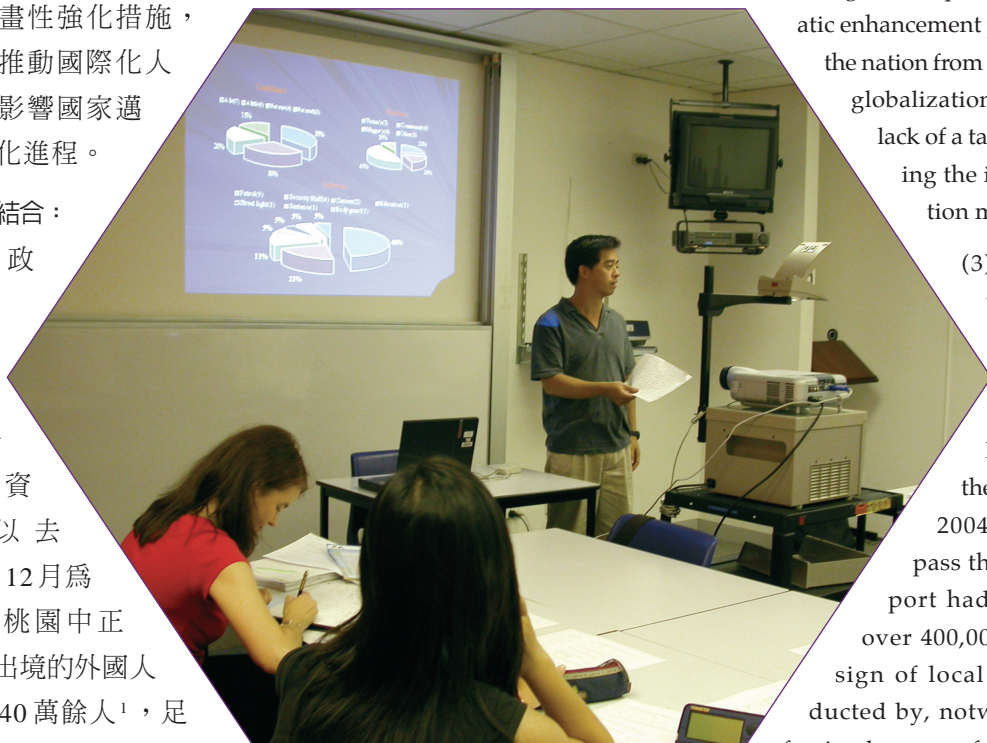
(93)年12月為例，僅桃園中正機場入出境的外國人數即達40萬餘人¹，足見國際人士於國內活動相

當頻繁，但國內戶政、警政、交通機關或觀光設施與民眾切身有關部分的外語化似仍顯不足，另本署在各國際港的安檢服務工作，推動英語化程度亦仍待精進。鑑此，為強化為民服務成效，提升國家整體競爭力，檢討公務英語化程度實刻不容緩。

best to inspire civil servants' learning motives has emerged as a pressing task.

- (2) Lacking sufficient English-speaking environment: As Taiwan is compelled to face up to interaction with world governments and private exchange in response to globalization and the digital era, a majority of the public servants' Mandarin-based mindset has come to mar global affairs or tourism promotion, notwithstanding that there is a general lack of English proficiency enhancement program for public servants' orientation or training, or the presence of a systematic enhancement program to hinder the nation from fully embracing its globalization timetable for the lack of a talent pool for pushing the island's globalization move.

- (3) Not integrated with work: As revealed in the Immigration Office National Police Agency, in the case of December 2004, foreigners that pass through C.K.S. Airport had hit the mark of over 400,000¹, an indicative sign of local businesses conducted by, notwithstanding that foreign language facilitation at many of the household administration, police administration and traffic agencies, tourism facilities or even with the general public seem to leave room for improvement. Furthermore, the English proficiency in the security inspection services that R.O.C. Coast Guard Administration provides at various international ports also calls for improvement. In light of which, to strengthen public service yield, and enhance the nation's overall competitiveness, reviewing the English proficiency in public service work demands immediate attention.



二、建議

- (一) 訂定獎勵措施：行政院人事行政局為提升公務員英語能力，已規定各機關得依公務員通過全民英檢之等級，實施人

2. Recommendation:

- (1) Drafting incentive measures: In a move to excel the English proficiency among civil servants, the Central Personnel Administration has since stipulated that all agencies may instigate additional points be given in the personnel evaluation process ac-



事評核加分，並訂定逐年調高適用英語職務比例，此類措施將可提升公務員進修英語意願，且有效強化公務英語程度；未來若能定期選送英語人才赴國外進修或參與國際活動，必將進一步廣拓公務員國際視野及增進語言能力，並由渠等返國後協助推動機關英語化運動，可收事半功倍之效。

- (二) 建置英語環境：為積極推動機關英語化工作，近年各機關除優先辦理公告、設施、網路資料及法規命令英語化外，部分單位亦於休息時間播放英語教學廣播，強化英語環境建置。惟為精進公務員英語能力，可由公務人力發展中心等公務教育機關成立英語學習村，參考全球英語中心（REW）之自主學習中心（ILC）方式，集中語言教材及師資，採全英語式教學，由各機關定期派員參訓，增進個人英語能力。
- (三) 推廣英語活動：為提高英語活用範圍，由各機關籌組英語研習社團或推動組織，定期辦理英語活動或競賽，藉由互動方式刺激同仁活用語言，並應用於日常生活；另亦可結合公務需要，鼓勵同仁主動研究國外公務政策，或參訪國內外商企業，學習其經營理念與做法，以達創新學習、塑造學習型組織之目標。
- (四) 強化工作應用：為精進工作英語應用，可持續檢討目前各機關為民服務工作之英語化進度；尤其本署職司海上執法與海事服務，接觸國外事務之機會頻繁，更應優先研擬勤務可能狀況，編訂勤務英語手冊及教學影帶等教材，利用勤餘時間實施人員在職訓練，俾肆應未來任務需要，強化公務英語應用。

cording to a public servant's English proficiency grade derived from the national English proficiency assessment, and has promulgated a ratio to bring up the level of job-related English proficiency, which are expected to excel public servants' desire to learn English and be able to improve the prevalence of English proficiency in government services. In the future, a steadfast promotion of routinely appointing avid English learners to study overseas or partake international events would greatly contribute towards expand the public servant's global perspective and enhance their language proficiency, who upon return to the country would further facilitate promoting English prevalence at the agency that they serve to receive an instantaneous yield with half the efforts.

- (2) Instilling an English environment: To actively promote government agency English prevalence, in recent years many agencies not only prioritize in making announcements, installing facilities, bringing in the Internet and promulgating through regulations and ordinances to stipulate English prevalence, with some of the government units even going as far as broadcasting English learning tapes during break times in a move to strengthen an all English environment. To refine the public servant's English proficiency, it is viable to commission Civil Service Development Institute to launch an English learning village by mirroring the independent learning center (ILC) at REW, offering an all English teaching, backed by concentrated language learning material and teaching faculty, where government agencies may assign personnel to partake the program for improving their individual English proficiency.
- (3) Promoting English activities: In a move to excel the scope of English language applications, it is viable for various agencies to organize an English study club or promotional organization to routinely stage English activities or contests, whereby interactive means could be used to stimulate the associate to utilize the language and apply it in daily living. In addition, an alternative is to combine government business needs by encouraging the associates to voluntarily study foreign public service policy, or call on local or foreign businesses to learn their management concept and implementation, which would help them attain innovative learning and achieving the objective of creating a learning environment.
- (4) Strengthening work related applications: To refine work-related English applications, it is viable to continue reviewing the progress of English service that various government agencies offer in public services, particularly so in how the R.O.C. Coast Guard Administration's frequent exposure to foreign affairs when carrying out maritime law enforcement and maritime ser-



伍、總結

本署於去（93）年12月25日召開之海洋事務研討會，經研討確定國家「海洋立國、台灣出航」的政策目標，並經院長宣示本（94）年為「臺灣海洋年」，再在宣誓未來國家國際化發展的方向。而於實現此國家發展計畫的進程中，語言絕對是不可或缺的工具，也是推動國家進步的必要動力。

個人有幸參加本次由人事行政局主辦的澳州墨爾本皇家理工學院提昇英語能力專題研究，雖學識尚淺、待學習之處仍多，惟仍深懷擔任本項專題研究種籽之重任，未來將賡續依相關計畫，持續協助推動國內公務英語化工作。也深信儘管在嶄新的世紀中，我國邁向全球化、數位化的進程仍須努力，但在長官睿智指導及所有同仁努力下，必能有創新建樹，達成國家階段性目標。（作者任職於海巡署巡防處專員）



vices would require a priority in drafting probable scenario, coupled with compiling a duty English manual and teaching materials such as demonstration tapes, in support of personnel on-the-job training in spare time that would help to address future missions and strengthen public servants' English proficiency.

Part 5 Recapitulations

Following the R.O.C. Coast Guard Administration's summoning a maritime affairs forum on December 25, 2004, at which a national policy heading to a "Taking to a seafaring nation, Taiwan sets sail" objective has been ascertained, and that the premier has further declared 2005 as the "Taiwan Maritime Year", all of which have demonstrated the nation's future direction in promoting globalization. While in the process of realizing this national development plan, language facilitation has emerged as an indispensable tool, and an essential dynamic in propelling the nation's prosperity.

The author has been fortunate enough to partake the Royal Melbourne Institute of Technology's English proficiency enhancement topical study, commissioned by the Central Personnel Administration, where I feel that there is much to be learned amid my humble knowledge. Yet being aware of shouldering the crucial undertaking as a seedling to this topical study, the author is committed to continue facilitating the promotion of English proficiency among the civil servants. While the author is fully convinced that at the onset of a new millennium, there is much work to be done in Taiwan's globalization move and digitalization, yet where there is a will there is a way, as Taiwan would definitely be able to complete its national incremental objectives, at the wits of all superior officers and the efforts of all associates, to rise to the occasion with innovative ventures.

(The author is of a executive officer of Coast Guard Administration's defense patrol division)

註釋

1. 內政部警政署入出境管理局, 93年12月中正機場入出人數統計表, 查閱日期: Jan. 16th, 2005, http://www.immigration.gov.tw/immigration/FileSystem/news_doc/c_out.htm

Footnote:

1. Immigration Office National Police Agency, inbound/outbound passenger statistics at CKS for Dec. 2004, lookup date: Jan. 16, 2005.
2. http://www.immigration.gov.tw/immigration/FileSystem/news_doc/c_out.htm