

英語授課教師增能微課程

Professional Development in EMI Instruction

Fall, 2022

I. Course Introduction

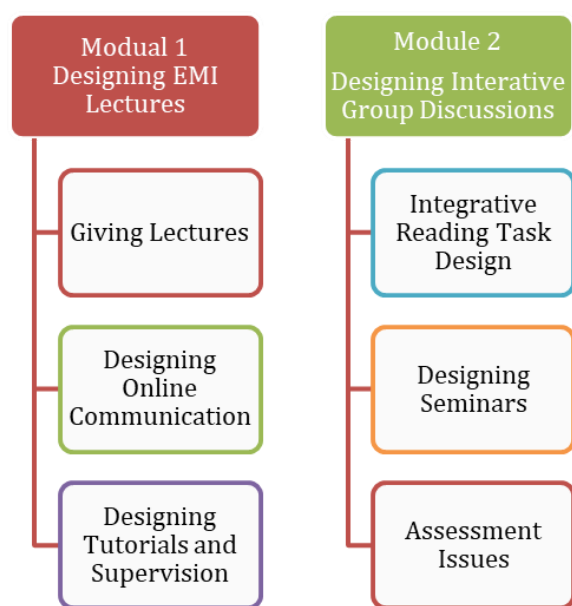
This EMI course aims to introduce both academic literacies, including four skills reading, writing, listening, and speaking, and related pedagogical issues, such as digital-based learning, assessment design & effective large-class management. Regarding academic literacies, appropriate classroom language will be introduced to facilitate in-class communication. The main objective is for participating teachers to develop confidence in using English as the medium of instruction. In addition, major challenges in managing EMI courses will also be explored so that teachers will be prepared when they offer the course in the future.

此EMI課程旨在介紹學術識養，包含聽說讀寫能力及相關教學議題，例如，數位學習、評量設計和大班級經營。關於學術識養方面，將介紹適當的教室語言以利課堂互動。課程主要的目標在於培養教師有信心地在課堂中使用英語作為教學語言。此外，本課程亦將探討EMI課程班級管理的相關挑戰，協助教師在未來開課時做足準備。

One intensive workshop (6 hours) will be scheduled before the semester starts to go over fundamental issues related to EMI instruction. Throughout the semester, there are two major modules, **designing EMI lectures and designing interactive group discussions and tasks**, each comprising 3 workshops and integrated with teaching demos (8 hrs) and group conference sessions (6 hrs). **Teachers can select one to take in one semester and finish the second, the next semester.** At the end of the semester, a final evaluation will be scheduled to revisit key issues addressed throughout the semester.

開學前將舉辦一天的密集工作坊介紹全英授課基礎的議題，在學期中分為兩大模組，設計**全英授課演講與設計互動小組討論與活動**，各包括三次的工作坊、教學演練與小組晤談。**教師可以在一學期擇一參加；下學期修第二模組。**最後於期末舉辦一次課程評量與回饋。

1) 在學期開始前，將舉辦6小時的密集工作坊(含課程介紹)。	6	6
2) 在學期中安排六次工作坊(共12小時)，三次教學演示及討論(共6小時)及小組會議(共2x4=8小時)。	12+6 +2	12+6 +8
3) 學期末將整體評估教師在整個學期中工作坊之參與度、教案設計以及教學回饋。	4	4
	(學員) 30	(教師) 36



The following is a tentative schedule: 以下是暫定之課程表:

Schedule	Topic	Activity
Week 0 9/1	Course orientation, Academic Literacies & ICC in EMI 課程介紹、學術語文識能, 全英授課的 跨文化溝通議題	Workshop (6 hrs)
Week 1 9/7	Module 1 Workshop 1: Classroom Language in Giving Lectures & Effective Communication 英語授課演講課堂語言	Workshop
Week 2 9/14	Module 2 Workshop 1: Integrative Reading Task Design 英語授課閱讀活動設計	Workshop
Week 6 10/12	Module 1 Workshop 2: Designing Online Communication 設計線上教學溝通	Lesson Plan Presentation 教案報告(一)
Week 7 10/19	Module 2 Workshop 2: Assessment Issues 評量設計議題	Lesson Plan Presentation 教案報告(二)

Week 11 11/16	Module 1 Workshop 3: Designing Online Communication 設計 線上教學溝通	Micro-Teaching I 教學演示(一)
Week 13 11/30	Module 2 Workshop 3: Designing Seminars 設計專題討論	Micro-Teaching II 教學演示(二)
Week 19 1/4	Final Evaluation 期末評量	

II. Methods of instruction: 授課方式

Module 1		Module 2	
A. Course orientation & one-day Intensive workshop (6 hrs)			
B. 3 modules (6 hrs, 2hrs each) EMI Lecture		B. 3 modules (6 hrs, 2hrs each) EMI Group Discussion	
C. Micro-Teaching Demo (6 hours, 2hrs each)		C. Micro-Teaching Demo (6 hours, 2hrs each)	
D. End-of-the-semester Reflection (4 hrs)			

需要Tronclass 功能為 公告、上傳教材、繳交作業、討論以及教學回饋的互動功能
Total: 36 hrs

III. Assessment Criteria 評量標準

Teachers who successfully complete at least 4 modules (30%), one micro-teaching (40%), and two group meetings (30%) will pass this course.

A = + 教案設計精良、願意製作教材

B = engaging 可以與學生互動

C = self-reflection 學習總結

P = understandable 授課可以理解

Evaluation Rubrics 評量尺規

Grade 成績	Attendance of Workshop (2) & Module (6) 工作坊與課程之 參與度 (30%)	Micro-teaching Evaluation 微型試教成果評量 (40%)	Group Meetings 小組會議 (30%)
A	Full attendance 10	Lessons are well designed and delivered in English; lesson plans are well executed. Learning goals are well achieved. 教案設計良好; 英語溝通無礙; 教案執行順利以達成目標。 The teacher is highly effective at using a variety of strategies to guide students in understanding information. 教師有效應用多元教學策略引導學生學習 Assessment tools are properly designed to meet the learning goals. 評量工具設計符合教學目標	5
B	8	Lessons are engaging, but have areas of improvement. 教案設計強化學生參與度但仍有改進空間 The teacher attempts to apply certain strategies in engaging students but do not provide helpful feedback. 教師嘗試應用不同策略提升學生參與度, 但沒有有效之評量回饋機制	4

C	6	Lessons are understandable but do not engage students. 教案設計但無法鼓勵學生參與 The teacher demonstrates self-reflection, but provides little evidence of an appropriate assessment based on alignment with the learning goals. 教師提供之評量方式與教學目標不甚符合	3
Fail	0-3	Lesson plan is not provided. 無教案可供評量 The teacher fails to engage students during the process of teaching. The interaction is limited. 教師與學生沒有互動 The teacher provides no evidence of an appropriate assessment based on alignment with the learning goals. 教師無法提供根據教學目標設計的評量方式	0-2

IV. Arrangement of Modules

Intensive Workshop: Course orientation & Academic Literacies

課程介紹&學術語文識能

This intensive workshop starts with an overview of EMI and related terms. Needs analysis of EMI teachers will be conducted first to collect teaching objectives across different disciplines, so as to design a syllabus and select appropriate teaching materials and tasks in one's teaching context.

1. Defining the practice of EMI 英語授課之定義

- Compare available terms: 名詞定義 Content-based Instruction (CBI), English for Specific Purposes (ESP) & Content and Language Integrated Learning (CLIL)
- Common Views & Beliefs of EMI 教學信念之探討

2. Needs analyses 需求分析

- Course objectives & Learning goals of functional syllabus design 課程目標
- Students' English proficiency level & The role of L1 in EMI 學生英語能力與母語(中文)之角色
- EMI Methodology 英語授課教學法

Academic Literacies 學術語文識能

This workshop focuses on the nature of academic literacies, particularly the integration of 4 skills, reading, listening, writing and speaking. The concept of Multiliteracies will also be addressed to prepare students to read and learn in a digital world.

1. Making meaning through reading and listening 閱讀與聽力之學習意義創造
 - the BICS (Basic Interpersonal Communication Skills) & CALP (Cognitive Academic Language Proficiency) 基本人際溝通能力&學術認知語言能力
 - The ability to code (produce) and decode (understand) subject-specific written and oral messages (In writing and in speaking).專業領域之閱讀能力
2. The repertoire of Multiliteracies 多元識讀能力發展
 - Sequencing learning activities to summarize, analyze, evaluate and synthesize ideas from different sources 摘要、分析綜合能力
 - Disciplinary literacies, Argumentative literacies, collaborative literacies, digital literacies & Innovative literacies 專業領域素養、辯論素養、合作素養、數位素養、社會創新素養

Module 1: designing EMI lectures

Workshop 1: Classroom Language in Giving Lectures & Effective Communication

- Lecture structure and oral discourse 課程講授與口語文本分析
- Communicating content in the target language, not translating the original content. 以英文重塑課程內容而非翻譯
- Lecture structure: Opening & Closing techniques 課堂講述開場與結尾技巧
- Effective Strategies for organizing the content of the course, including definition, exemplification, comparison & contrast and Cause & Effect. 課程組織策略 (定義、舉例、對比及因果關係分析)

Workshop 2: Designing Online Communication

- Features of online communication 線上溝通之特色
- Integrate digital tools to encourage student participation (IRS) 促進學生課堂參與之數位工具
- Self-evaluation instruments 自我評量工具

Workshop 3: Directing tutorials and supervision 設計個別指導

- Goal setting and problem solving 目標設定與問題解決方案

- Specifying a sequence of tutorial and supervision activities 個別指導活動設計

Module 2: Designing interactive group discussions and tasks

Workshop 1: Designing Reading Task Design 英語授課閱讀活動設計

- Varying reading task design 設計多元閱讀活動
- Essential English productive skills & develop independent reasoning 關鍵英語口說能力與邏輯分析
- Praise and correction: oral and written feedback strategies 不同型態回饋策略

Workshop 2: Assessment Design I 評量設計

- Assessment of and for learning 評量及學習與促進學習的評量 (Formative & Summative Assessment)
- The implement of rubrics and evaluation criteria on student presentations 評量學生報告之學習尺規應用
- Making requirements explicit 明確定義課程要求

Workshop 3: Designing Seminars

- Investigate prior knowledge and experience 先備知識與經驗
- Specifying a sequence of learning activities 學習活動設計

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