



EMI課程設計、教學與實務

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EMI課程設計、教學與實務

研習內容

1. English as a Medium of Instruction
(EMI)定義
2. EMI課程教學與實務
3. EMI課程設計
4. Q & A

EMI課程設計、教學與實務

What is “English as a Medium of Instruction”
(EMI)?

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EMI can be viewed as a **specific** (特定) educational mode (教育模式) under the umbrella term of *bilingual* or *multilingual* education that features any use of **two** or **more** languages in school—by teachers or students or both—for a variety of **social** and **pedagogical** purposes (National Association of Bilingual Education, 2016).

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EMI distinguishes itself from other frequent models in bilingual education by the reason of choosing *English as the instructional medium*.

CMI = Chinese as a Medium of Instruction

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EMI係指在英語非母語的教育機構（Non-English Speaking Institutions）提供的學習課程，其內容的傳遞、師生互動、學習及學術支持教材、學習成果展示與評量100%使用英語。（教育部大專校院學生雙語化學習計畫）

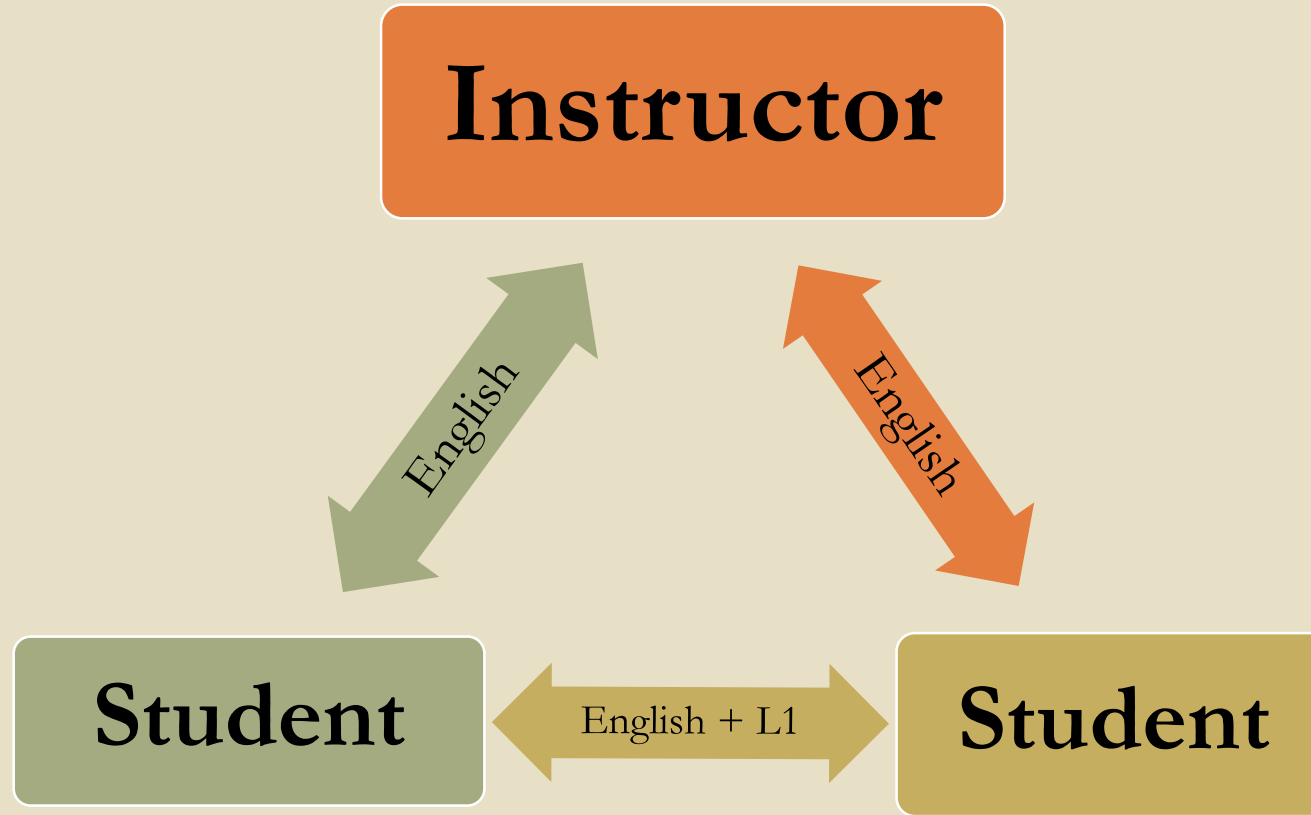
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EMI in higher education has caught the attention of *administrative authorities*, *content instructors*, and *language specialists* on the **impacts** and **ecological changes** in the **classroom**.

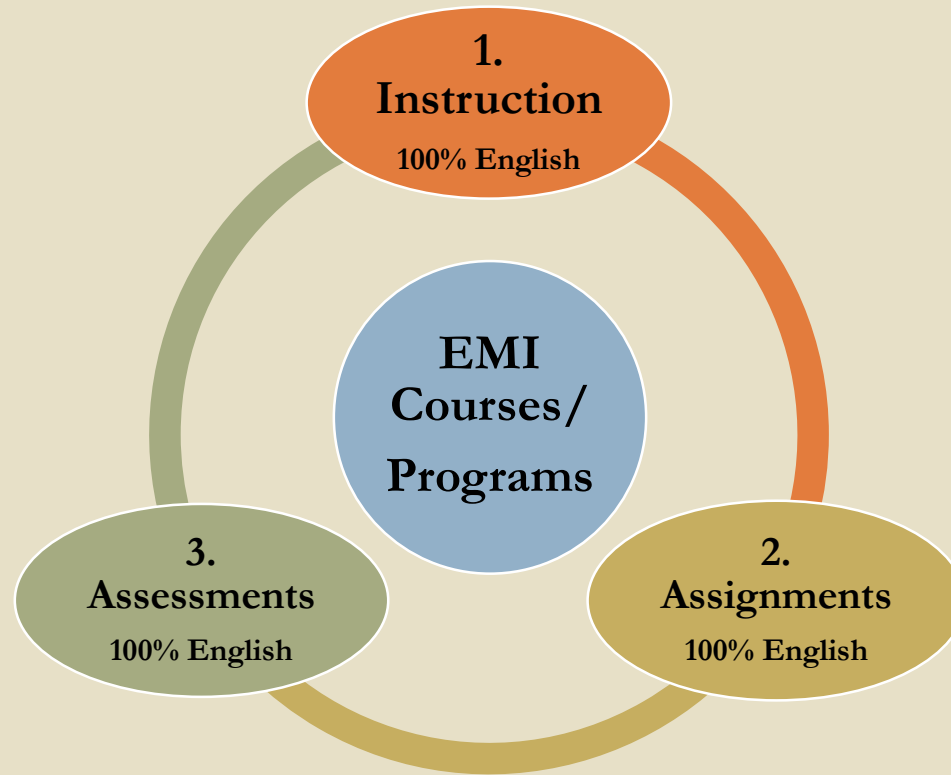
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Issues such as incorporating adequate **teaching techniques (教學技巧)**, **course materials (教材)**, **interdisciplinary collaboration (跨域合作)**, **teacher training (師資培訓)**, and **assessments (評量)** have been raised among EMI practitioners.

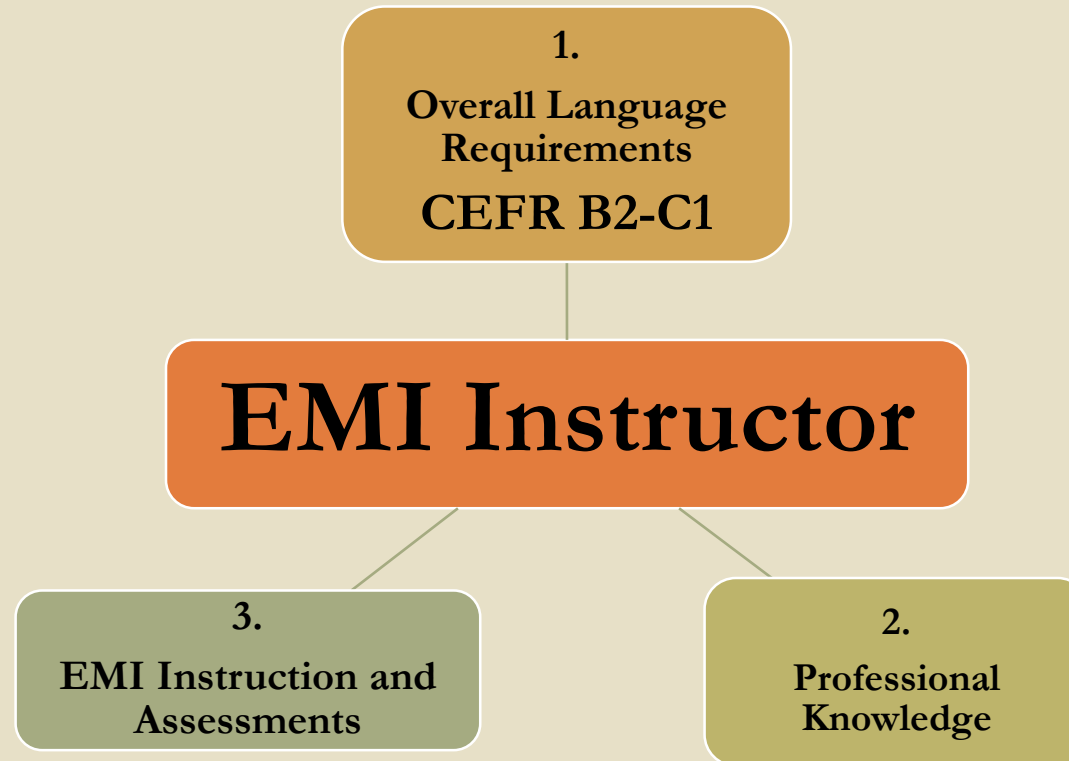
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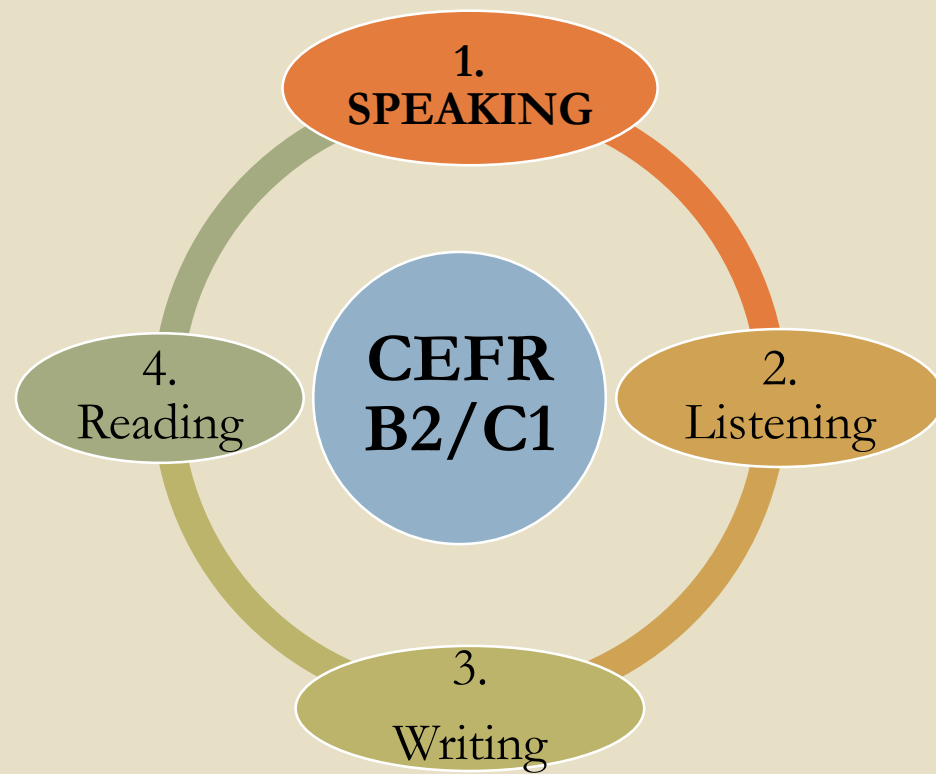
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Teacher-
Centered
Instruction

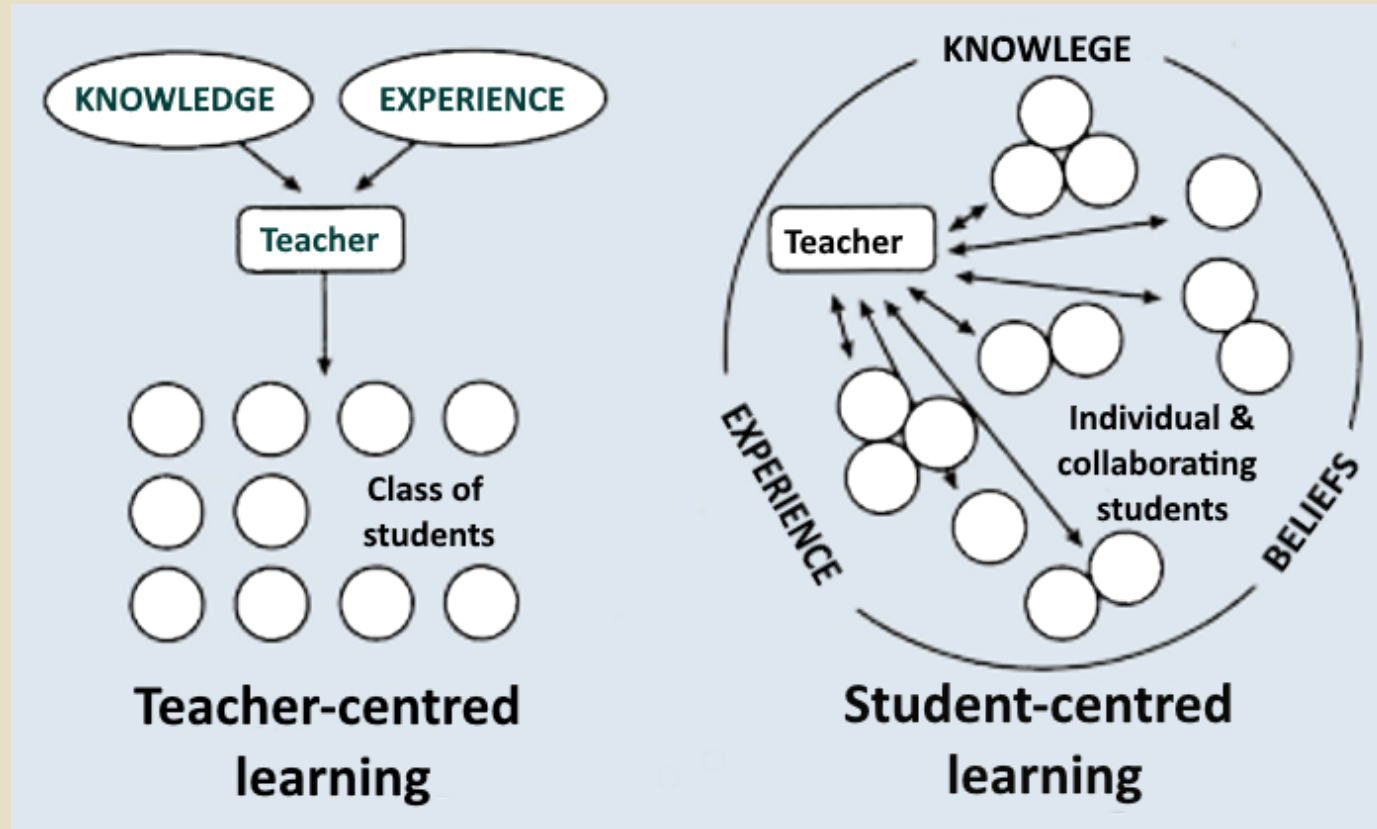


Teacher +
Student Centered
Instruction

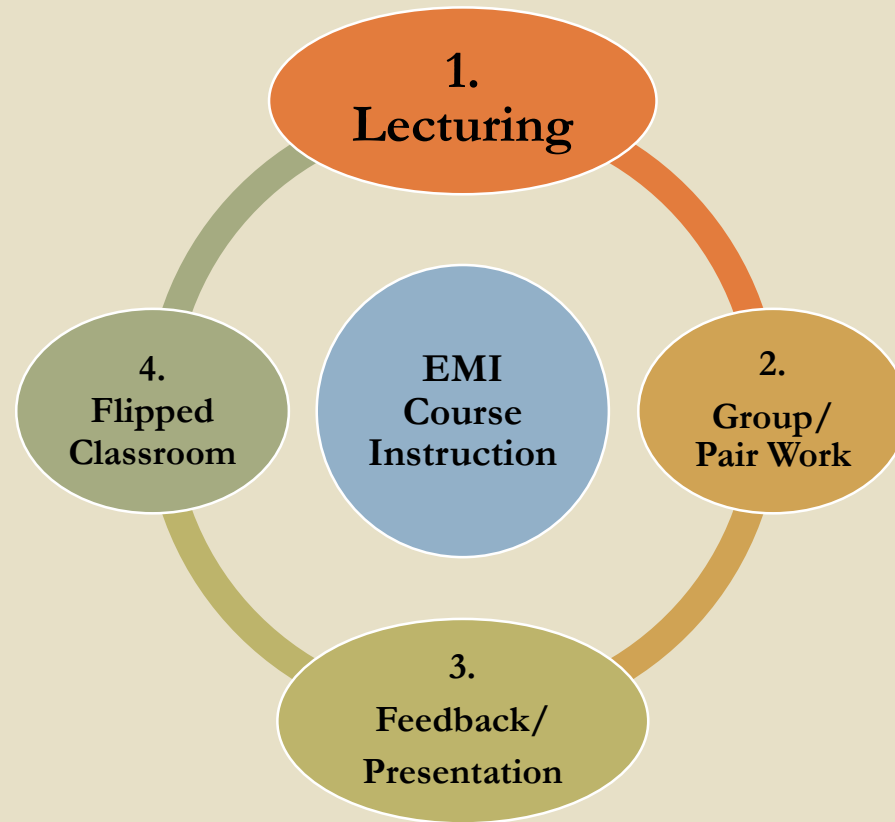


Student-
Centered
Instruction

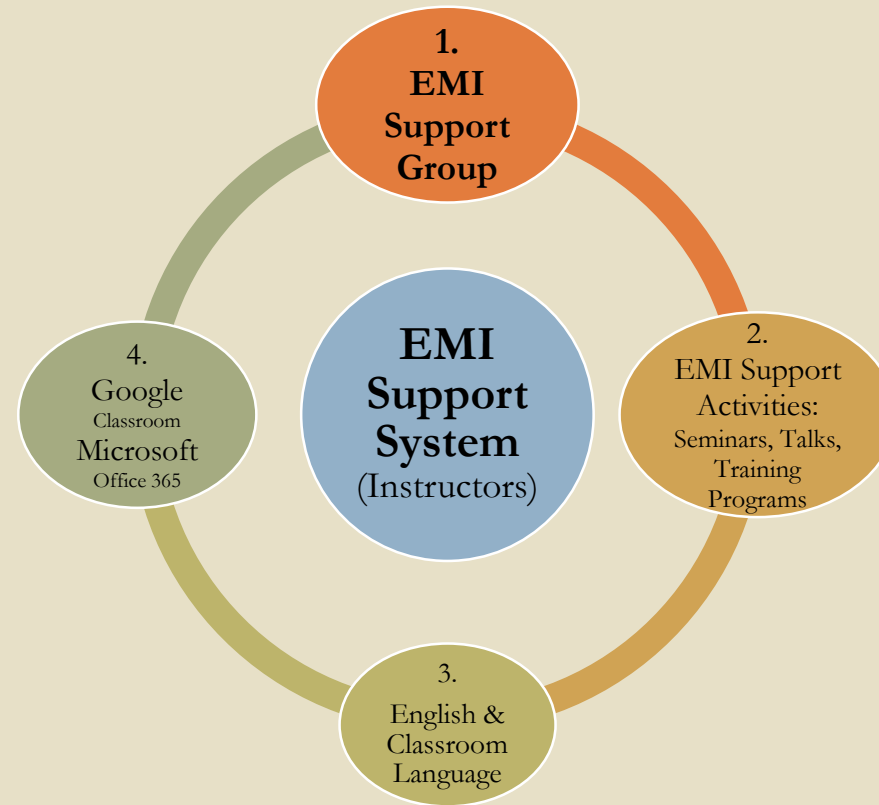
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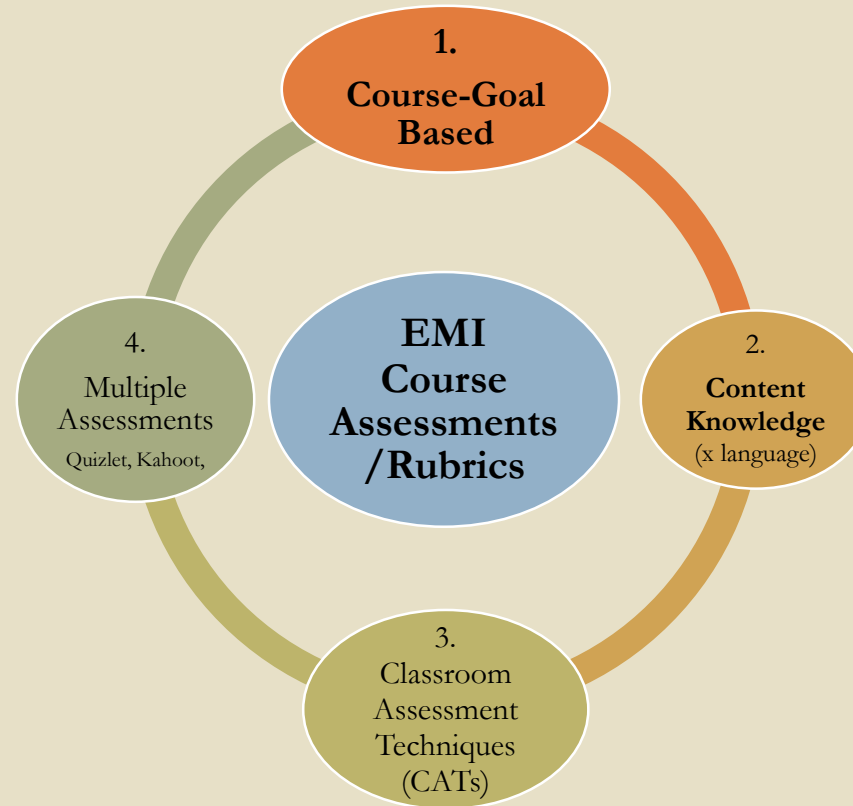
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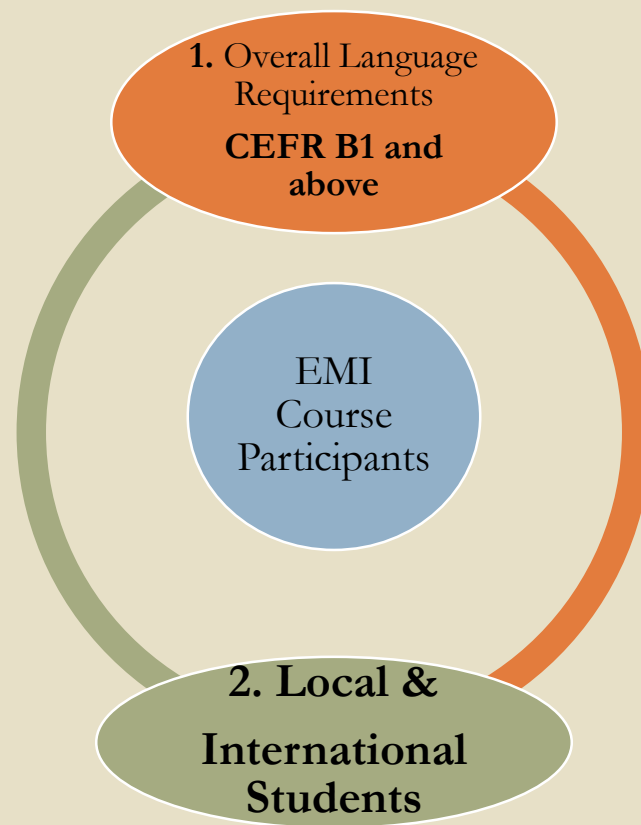
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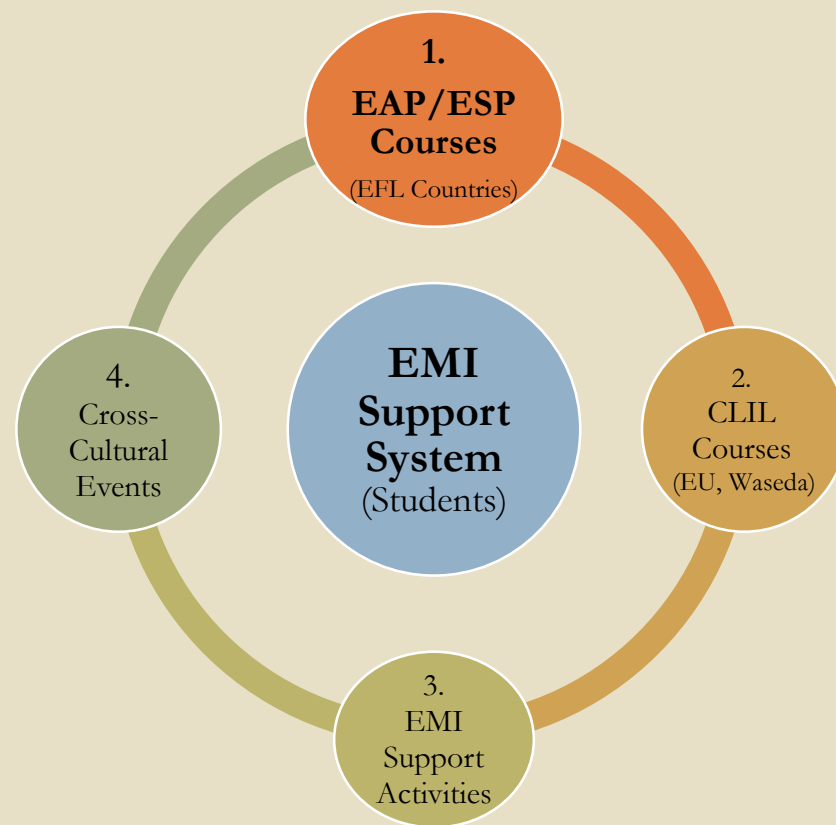
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教育部大專校院學生雙語化學習計畫

重點培育

普及提升

學校

學院

學校

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2020-22 (Academic Year)

重點培育學校(4)
重點培育學院(41)
普及提升學校(37)

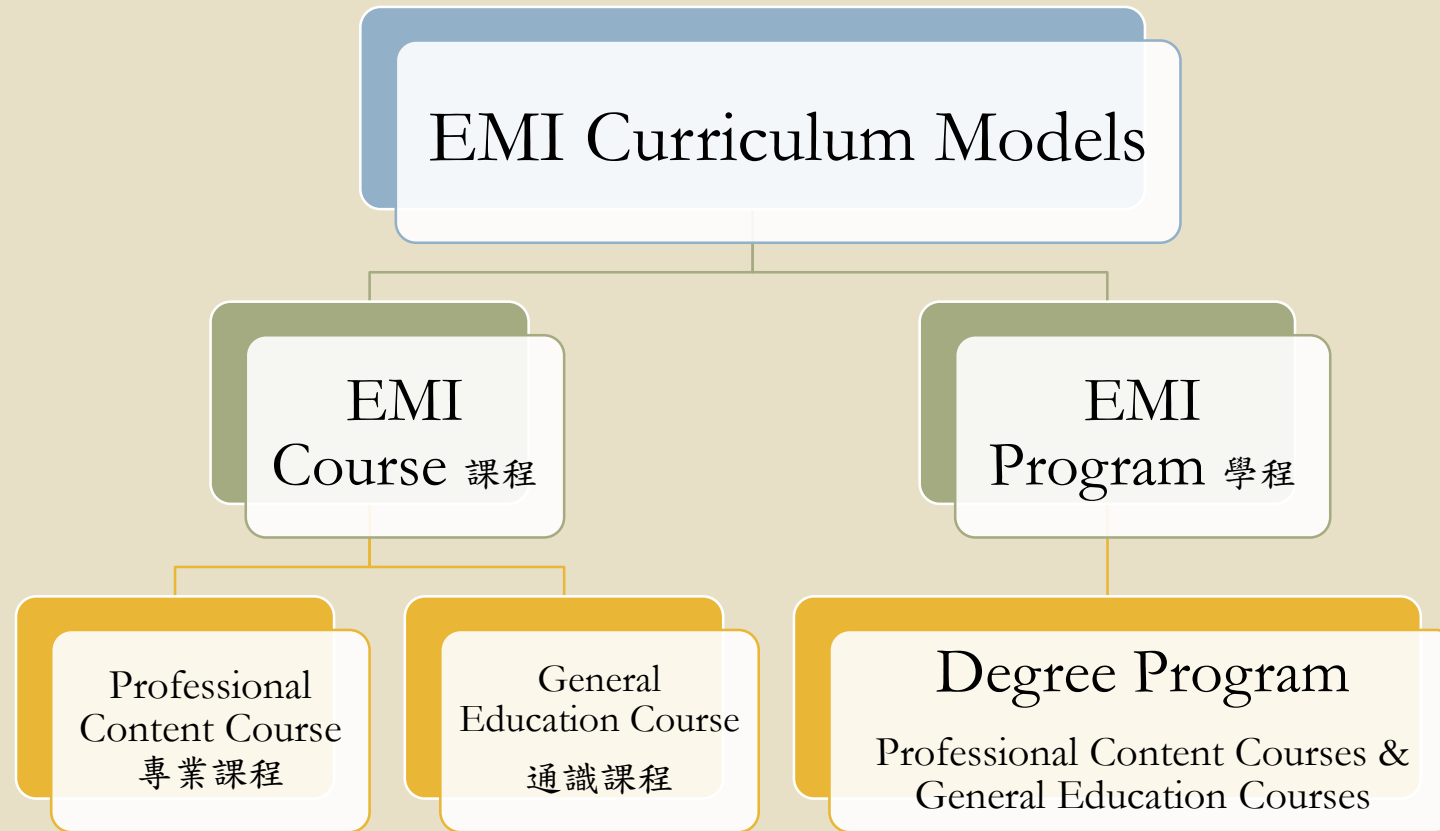
2023-24 (Academic Year)

重點培育學校(4+3=7)
重點培育學院
(59/41+4=45)
普及提升學校(47/37-
18=29)

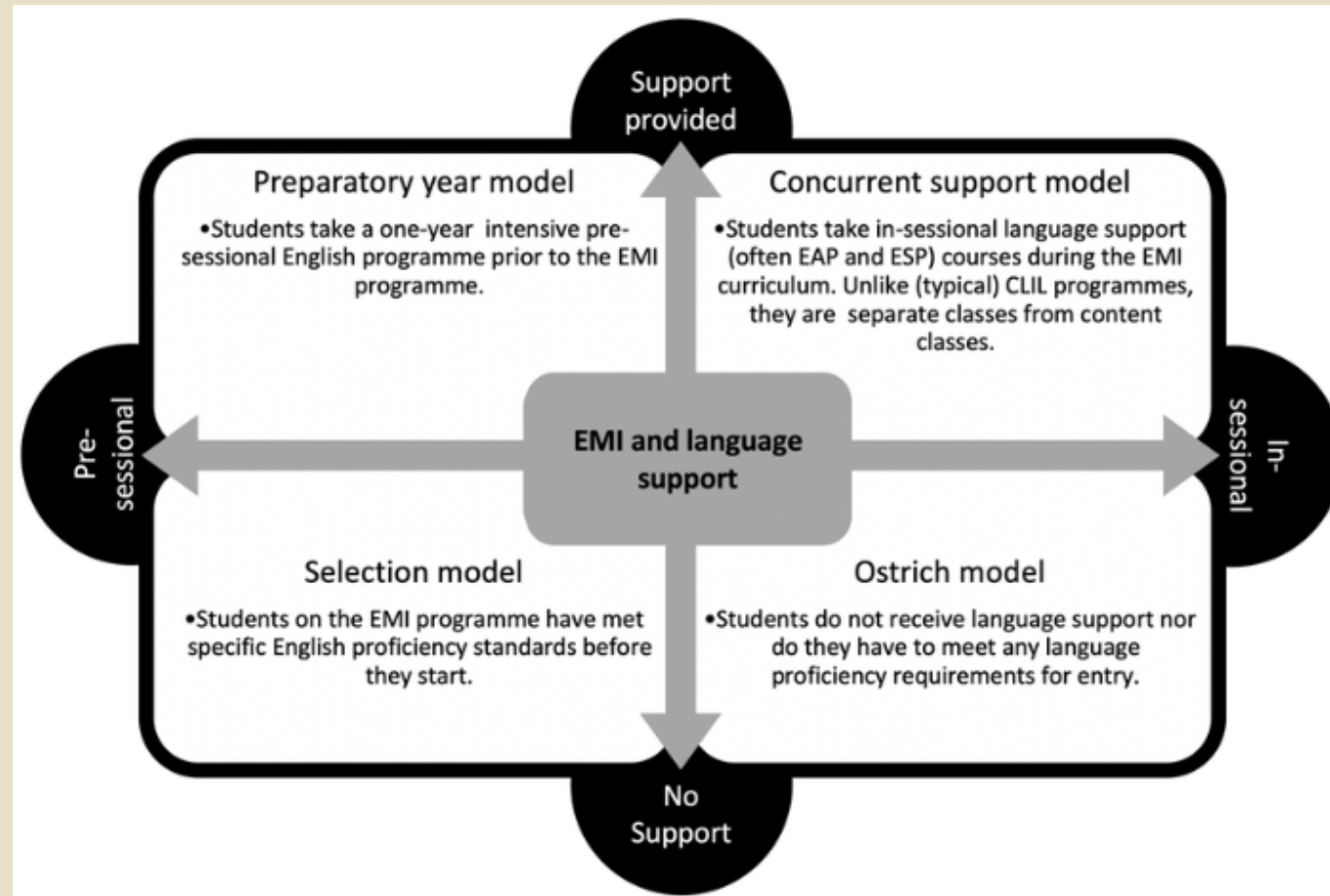
2030 (Target Year)

標竿學校(3)
重點培育學校(4)
標竿學院(18)
重點培育學院(41)
普及提升學校(47)

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Approaches to language support in EMI (adapted from Macaro, 2018)

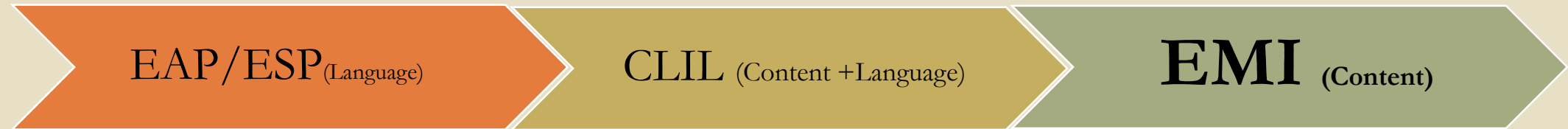
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Content and Language Integrated Learning (CLIL)

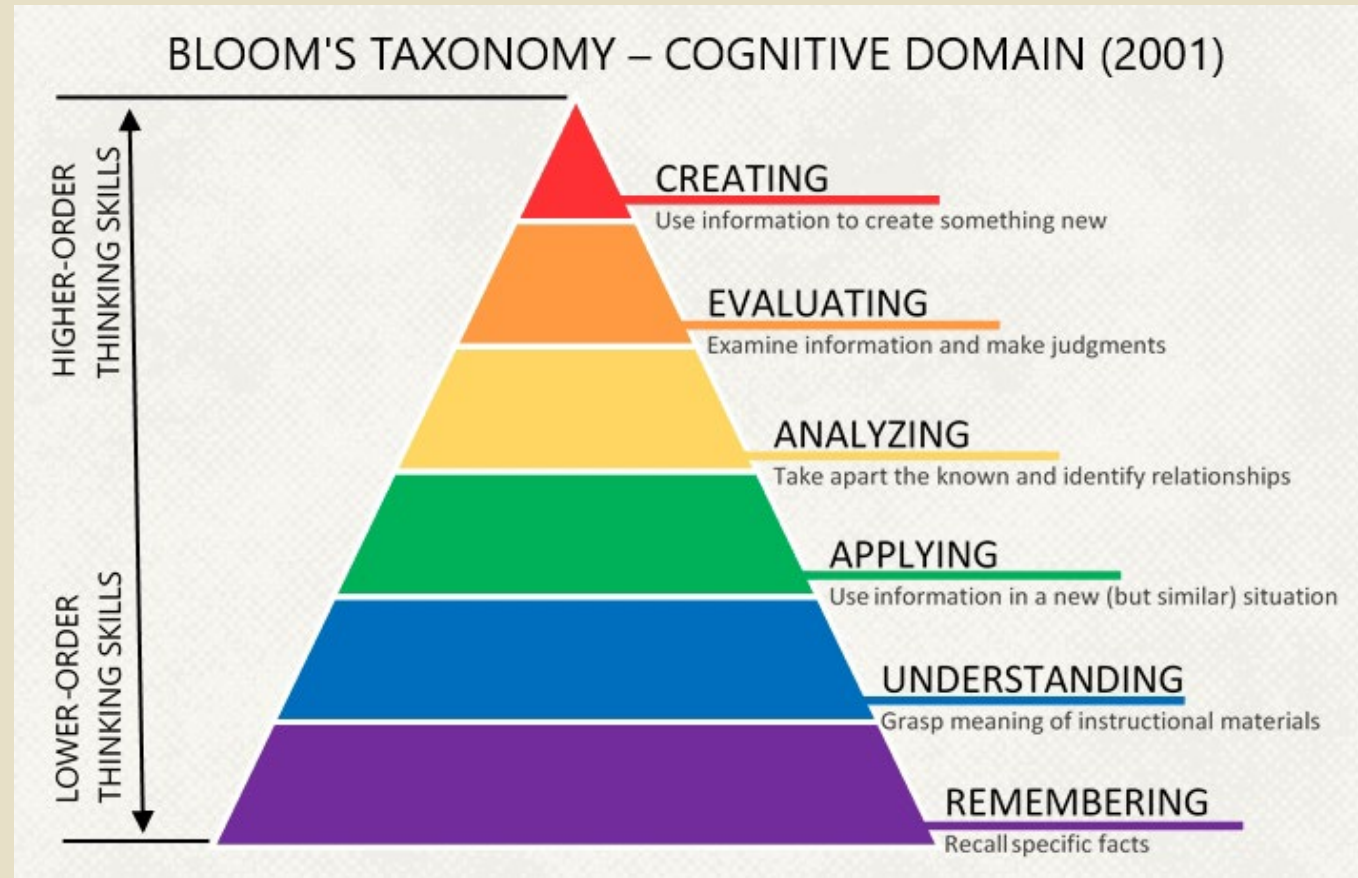
內容及語言整合學習

Content and Language Integrated Learning (CLIL) is a **dual-focused** educational approach in which **an additional language** is used for the learning and teaching of both content and language. (Mash & Coyle 1990; Coyle, Hood & Marsh, 2010)

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Six Categories of Teaching Goals

- 1. Basic Academic Success Skills
- 2. Discipline-Specific Knowledge and Skills
- 3. General Education and Academic Values
- 4. **Higher-Order Thinking Skills**
- 5. **Work and Career Preparation**
- 6. **Personal Development**

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Productive Language Skills vs. Receptive Language Skills

Holistic Thinking vs. Partial Thinking

Higher-Order Thinking Skills vs. Lower-Order Thinking Skills

Task Oriented Testing vs. Pen & Paper Oriented Testing

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- Singapore has adopted its bilingual education policy since 1966. Under the policy, **English**, one of the four official languages, is taught as the **first language (L1)** and is the **main medium of instruction** in schools.
- The other three official languages, i.e. Chinese, Malay and Tamil, which are the mother tongue languages (MTLs) of the major ethnic groups (Chinese, Malays, Indians and other ethnic groups), have been taught as second languages in schools. All students are required to learn one MTL according to their ethnicity.

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**Don't sacrifice good education for
poor EMI.**

by J. Knagg (2018)

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Q & A

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1. 在談EMI時我們好像都只談對老師和TA的訓練。是不是應該討論一下該給學生哪些訓練他們才有能力聽懂英文授課的課程？

- A: a. Language skills – B1/B2; EAP/ESP; **Productive** language skills
b. Instruction: Flipped Classroom; Task-based Instruction

2. 可否提供PPT？

- A: PPT留在正修

3. EMI課程概念及教學方法

- A: a. 100% in English of outputs from course instructors; 70% among students (English + L1)
b. Teacher-Centered + Student-Centered according to individual course goals; **flipped classroom**

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4. 上課可以用到工具 app, platform

A: 10個線上免費Apps. <https://www.edapp.com/blog/10-online-testing-software/>
Google Classroom, Microsoft Office 365

5. EMI 評量的標準與製作

A: Assessments in EMI courses should be not much different from conventional CMI courses.

50 CATs by Angelo & Cross: https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf

6. 在台灣的大學中，主要授課對象為台灣學生，實施EMI課程之可行性為何？

A: EMI is a specific and selective form of education.

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EMI課程設計、教學與實務

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- 教育部社教公益個人獎、教育部青年發展署服務學習計畫優等獎、大葉大學優良、傑出及榮譽教學教師、大葉大學優良通識教學教師

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