

中華大學  
111-1 學期 EMI 講座系列

全英教學策略及成效評析

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Dec. 19, 2022



# Content



**EMI: The “What” and “Why”**



**EMI: The current issues**



**Activities: How students learn  
determines how we plan the lesson**



**Feedback / Evaluation, Q&A**





# EMI: The “What” & “Why”





**What are the key words for EMI?**



# English as a Medium Instruction

refers to the **use** of the **English** language to **teach academic subjects** (other than English itself) in **countries** where **the first language** of the majority of the population is **not English**. (Macaro et al., 2018, p.37)





# Why do we need EMI?





📌 EMI is booming because “**internationalization of higher education** remains a priority for universities worldwide, and movements are inextricably linked with increasing the role of English in the **university setting**. (Galloway & Rose, 2015, p.230)



📌 EMI is booming due to: "a *perceived need to internationalise the university in order to render it more prestigious; needing to attract foreign students because of falling enrolment numbers of home students through changing demographics, national cuts in HE investment; the need of the state sector to compete with the private sector; and the status of English as an international language, particularly in the domain of research publications*"

(Macaro et al, 2018, p. 37)





# EMI: The current issues



## student aspect

1. 有的老師**只是把課文做成簡報檔 (PPT)**，簡要說明一遍，對於**重點知識沒有舉例論述或延伸討論**，無法完全傳達課文的精髓，**學習不完整**。

2. 老師**發音不清**，**跟不上**老師的步調，**挫折感重**，覺得**被忽視**。

3. 有些EMI的課很空洞，上課的**內容缺少深度**，師生之間的**討論也不能暢所欲言**。**沒學到英文**，也**沒學到專業知識**。

## teacher aspect

1. 需要花很多時間備課，又**擔心**期末後學生給老師的**評鑑成績不佳**。

2. **抽象概念很難用英文表達出來**，只好用中文輔助，或降低授課內容的難度。

3. **很難引導學生參與討論**，因為他們的**英文程度不足**；亞洲學生更是**羞於發表意見**。



# Solution?

How students learn determines  
how we plan the lessons & how we teach





## **Activities:**

**How students learn determines  
how we plan the lessons**

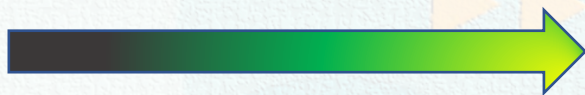
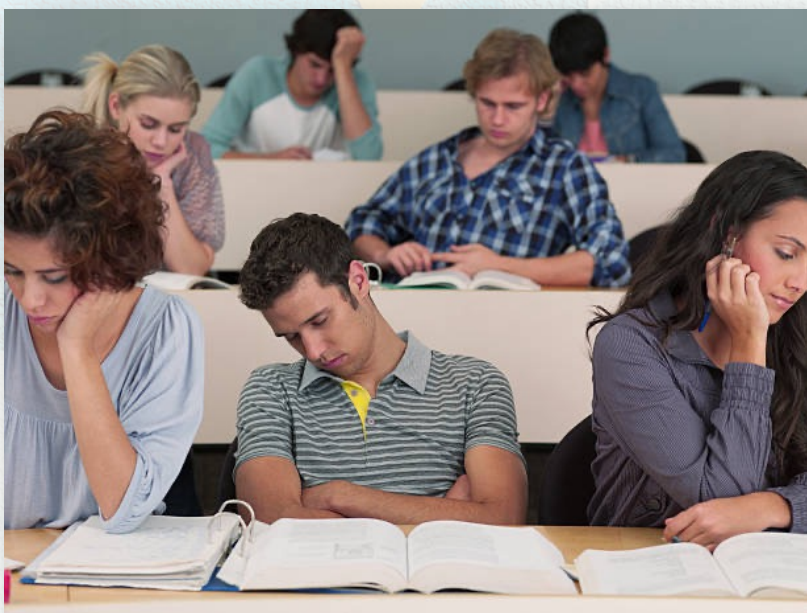




# Look familiar?











Teacher

student

Teacher

student

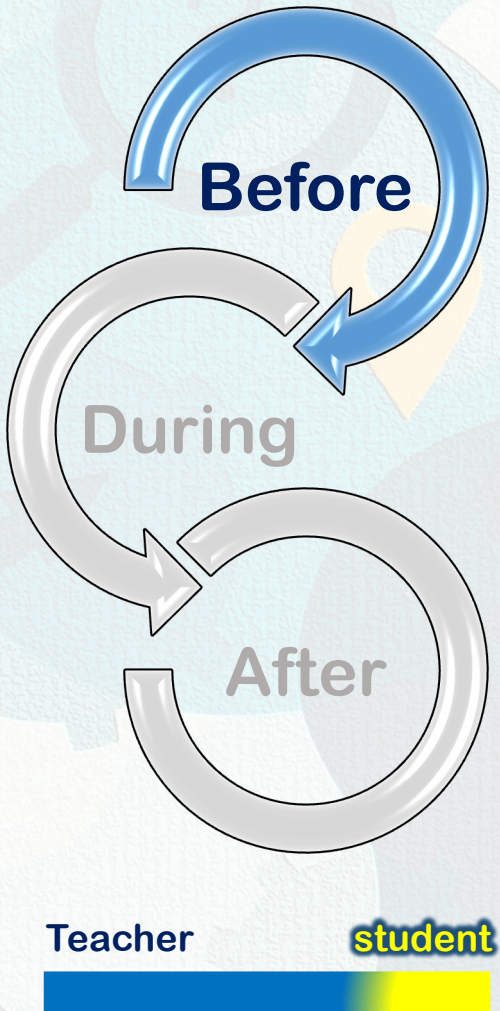
Teacher

student

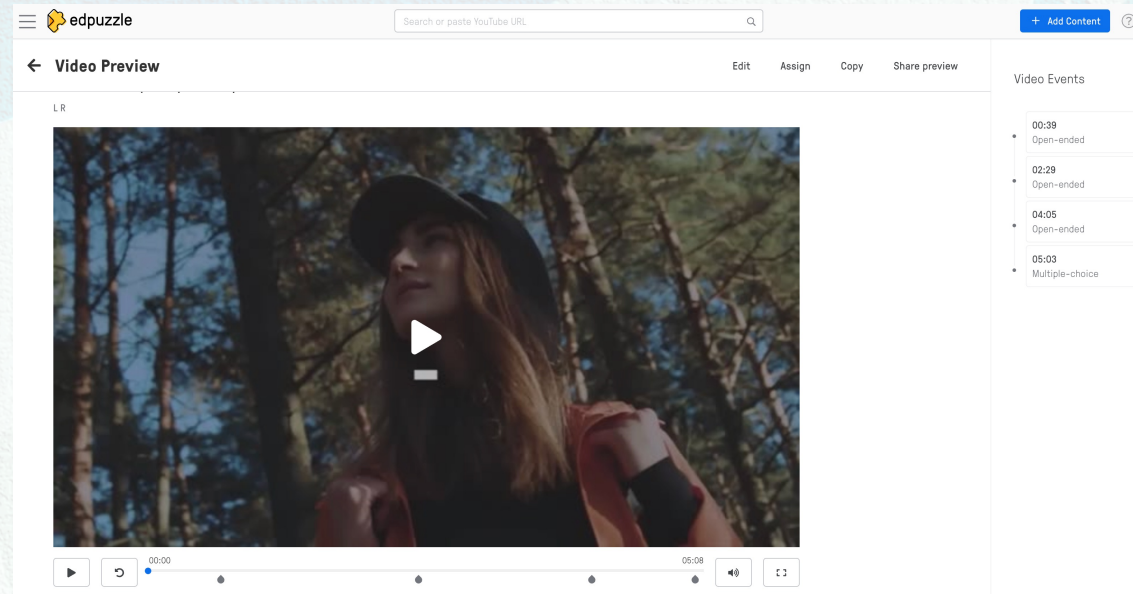


# Flipped Classroom

1. What do you want students to know and prepare before they come to class?
2. What can you ask students to do before they come to class?
3. Redo your PPT. (simplify and visual aids)

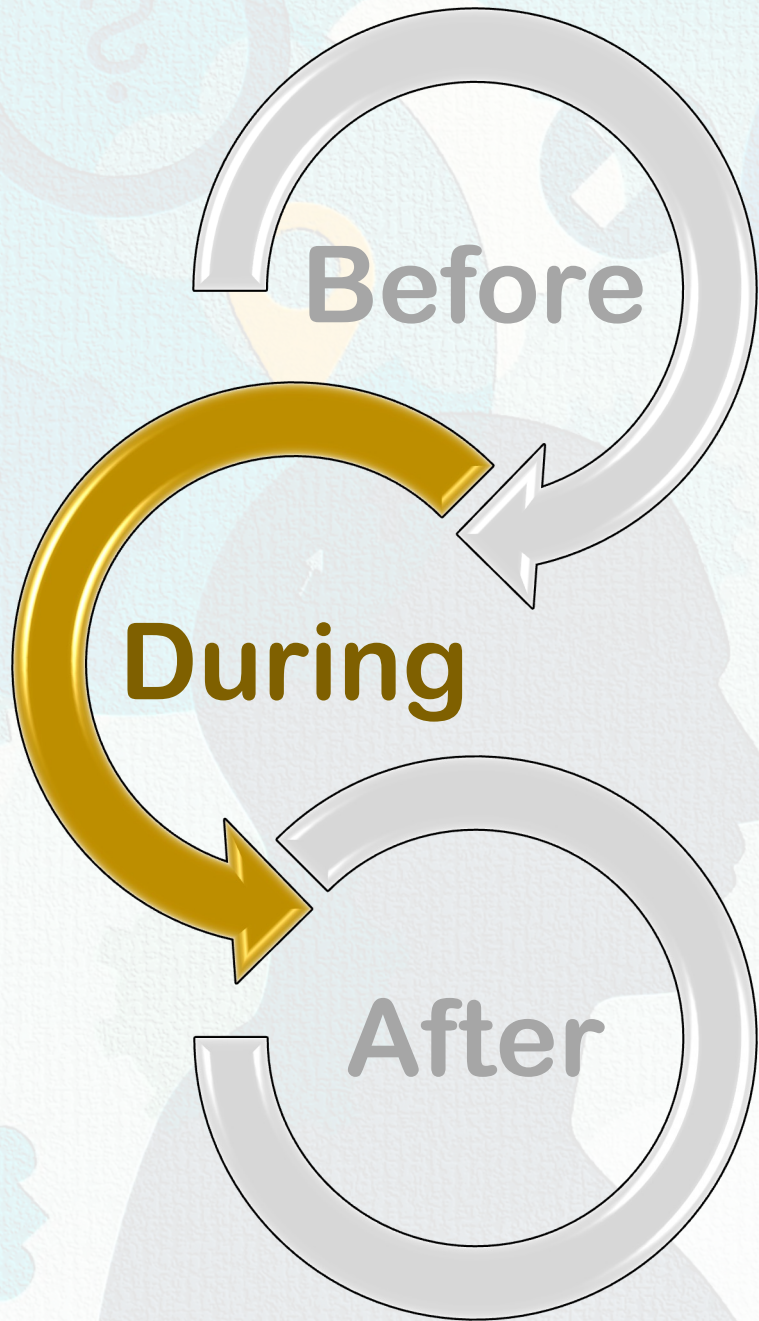






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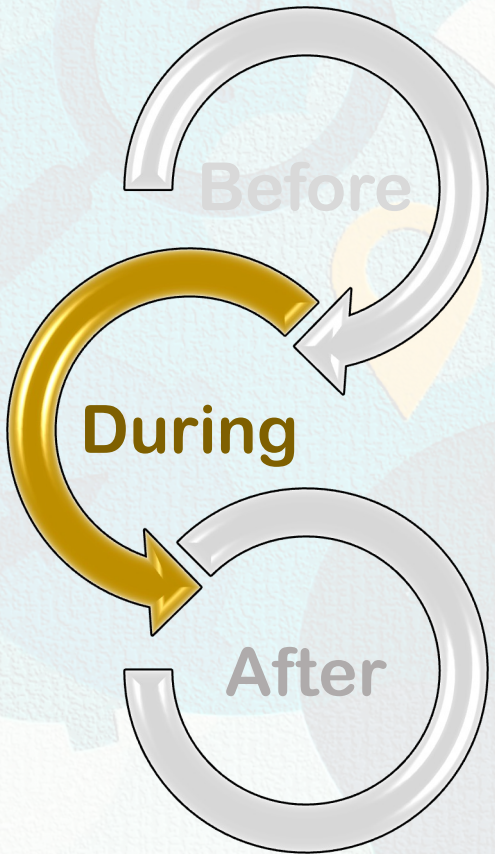


Teacher

student







Teacher **student**

## I work, you work

1. Lead in
2. Presentation
3. Practice





# Lead in (Warm-up)

- 💡 Motivate student's learning
- 💡 Give students a heads-up about today's topic
- 💡 A review to bring out today's topic
- 💡 To survey what students have known about the topic

Group discussion

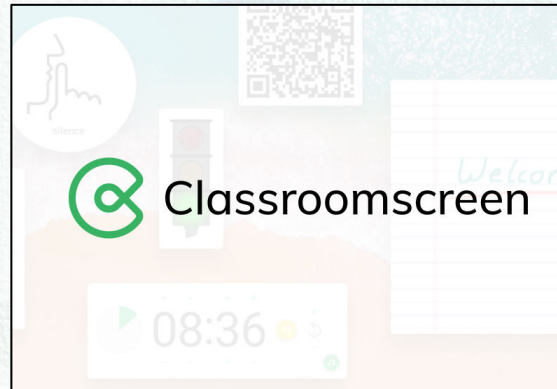
brainstorm

Quick quiz

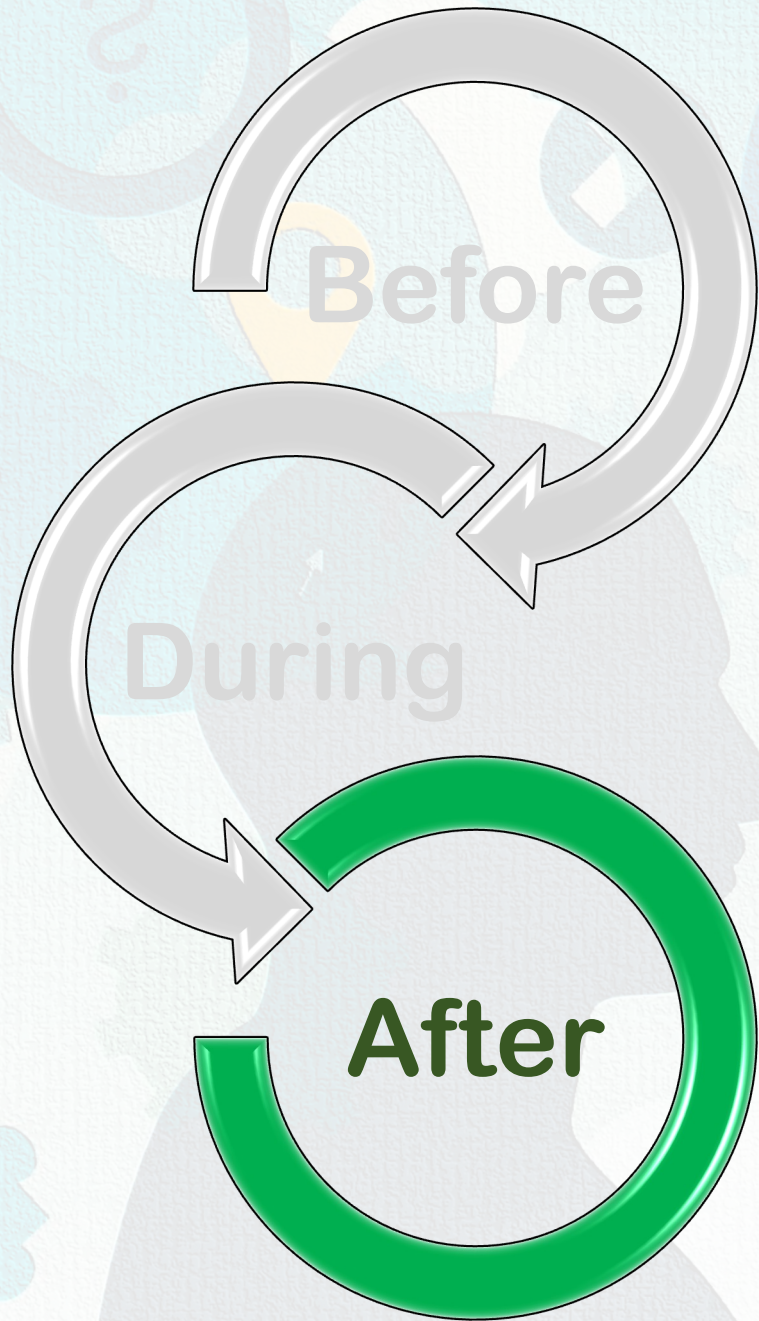
Q&A



# Practice







Teacher

student

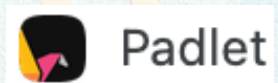


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**You show me, then I check.**

**Students perform in various ways**



slido



Teacher

student





2 minutes

2 minutes

3 minutes

What have you known?

Key words/ phrases  
from the lecture?

What have you learned?





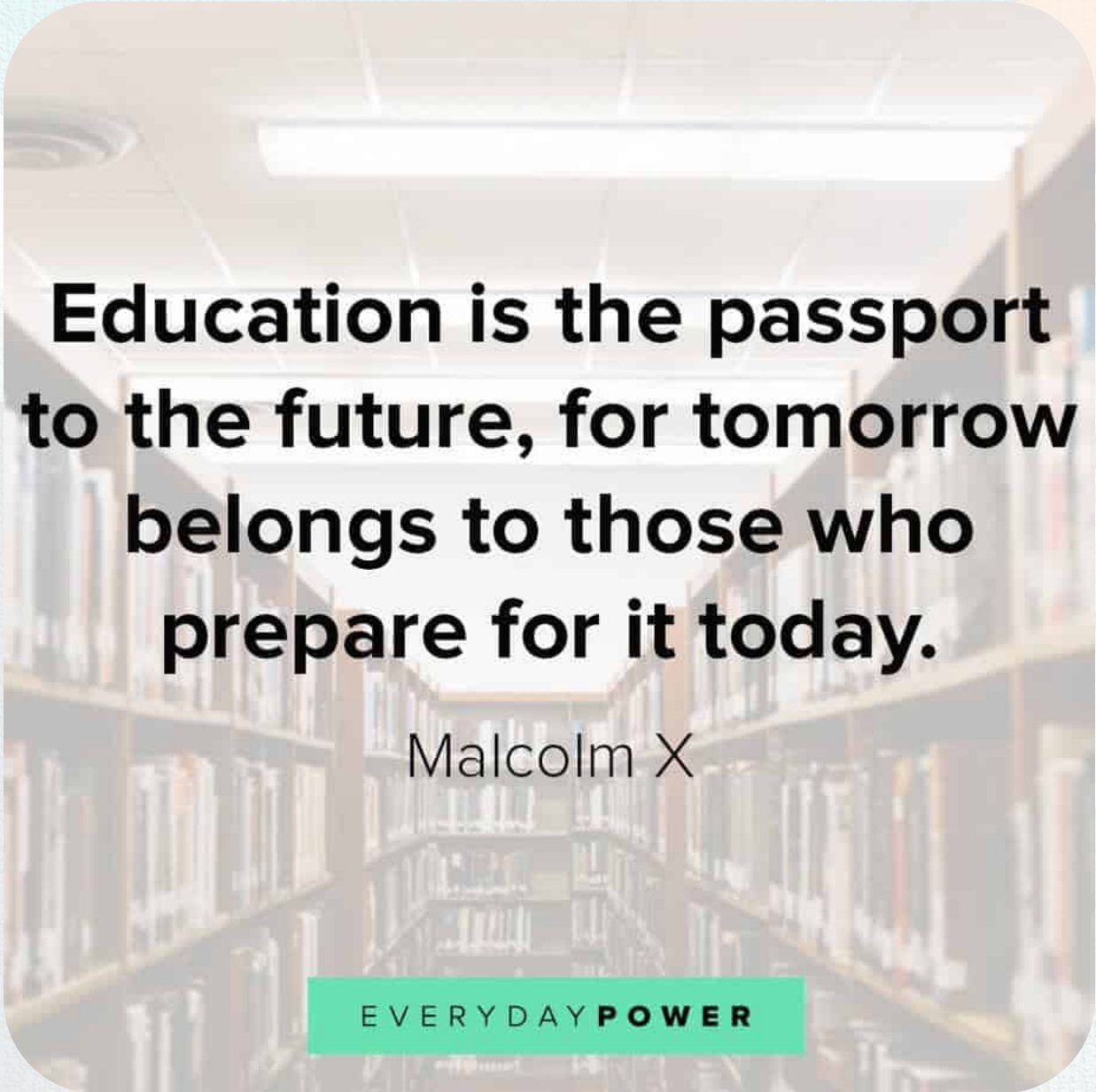
And many more...





# Feedback / Evaluation Q&A





**Education is the passport  
to the future, for tomorrow  
belongs to those who  
prepare for it today.**

Malcolm X

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