

# English as a Medium of Instruction (EMI)

## Workshop

### 雙語 EMI 教學實務工作坊

Led by Wendy Hsueh (薛詠文)

wendyhsueh@gmail.com

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## About Me

講師	薛詠文 (Wendy Hsueh)
學歷	<ul style="list-style-type: none"> <li>✓ 國立陽明交通大學英語教育研究所</li> <li>✓ 美國紐澤西州 Fairleigh Dickinson University 電腦科學研究所</li> </ul>
經歷	<ul style="list-style-type: none"> <li>✓ 國立陽明交通大學語言中心講師 / 批判思考課程 / 全英授課 (<a href="https://ltrc.nctu.edu.tw/spread.php">https://ltrc.nctu.edu.tw/spread.php</a>)</li> <li>✓ 台灣微軟市場發展經理 5+ 年經驗</li> <li>✓ 托福/雅思/多益等英檢考試講師 23 年經驗</li> <li>✓ 英國劍橋專業訓練 YLE 與 KET/PET for school 口試考官</li> <li>✓ 空中英語教室講座/課程/出版物合作講師</li> <li>✓ 各大專院校英語相關課程 (簡報/表達/寫作) 講師</li> <li>✓ 英檢類暢銷書作者</li> </ul>



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暖身 (practice) / 暖聲 (say something) /  
暖心 (heart & mind) / 暖腦 (start thinking)

### Self-introduction:

- ✓ Name
- ✓ Discipline
- ✓ English learning experience
- ✓ EMI teaching experience

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## Benefits of Implementing EMI Programs

- Comply with the government's **development plan**
- Raise university **reputation** and **visibility**
- Attract **international** and local students
- Engage with **int'l partner** universities / expand **int'l network**
- Foreign **language** proficiency for students and teachers (B2)



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## EMI Courses Involve:

### 語言行為 **Languaging**

- 語言辨識度 **Intelligibility**
- 授課語言 (學科) **Instructional language**
- 互動語言 **Interactional language**
- 跨語言溝通 **Trans-languaging**

### 教學方法 **Pedagogy**

- 教學策略 / 教學現場的改變 **Teaching & learning activities**
- 多模態鷹架教學資源 **Scaffolding with multimodal resources**
- 雙語 / EMI 課程授課模板 **Templates for your own disciplines**  
(*Warm-up / Presentation / Practice / Production / Wrap-up*)

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## Examples – Classroom English

- ☐ To begin with, let's do a quick warm-up activity.  
首先，讓我們來玩個熱身遊戲。
- ☐ I'd like to start today's class with a pop quiz.  
我想在今天課程的開始來個小考。
- ☐ I hope you all did your homework. Let's begin with the review questions.  
希望大家都有做功課吧。讓我們從複習一些問題開始。
- ☐ Let's begin by reviewing what we<sup>1</sup> covered last week.  
我們先來複習上週所討論過的內容。
- ☐ Now let's do an activity I designed to improve your reading skills.  
此處我設計了個活動來增進同學的閱讀技巧。

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## Examples – Classroom English

### ✓ Introducing the course 介紹課程

<b>Sentence pattern:</b>	<i>This is a required course for all students majoring in ____.</i>
<b>Example</b>	<i>This is a required course for all students majoring in <b>business management</b>.</i>

<b>Sentence pattern:</b>	<i>The course is called ____ and will mainly focus on ____.</i>
<b>Example</b>	<i>The course is called <b>Writing 101</b> and will mainly focus on <b>academic writing</b>.</i>

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## Examples – Classroom English

### ✓ Introducing the course objectives 介紹課程目的

<b>Sentence pattern:</b>	<i>This ____ course is not only about ____, but also about ____.</i>
<b>Example</b>	<i>This <b>writing</b> course is not only about <b>producing correct sentences</b>, but also about <b>writing essays that inspire people</b>.</i>

<b>Sentence pattern:</b>	<i>You'll have acquired the ability to ____ by the end of the class.</i>
<b>Example</b>	<i>You'll have acquired the ability to <b>design a complete website</b> by the end of the class.</i>

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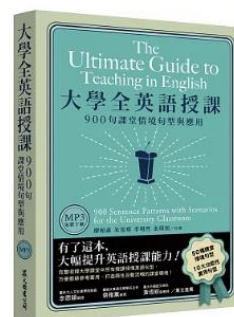
[https://www.books.com.tw/products/0010919112?loc=P\\_br\\_r0vq68ygz\\_D\\_2aabd0\\_C\\_2](https://www.books.com.tw/products/0010919112?loc=P_br_r0vq68ygz_D_2aabd0_C_2)



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Teaching English Through English

Home

Module 0: Orientation

Module 1: Building Routines in English

Module 2: Giving Clear Instructions

Module 3: Effective Question and Answer

Module 4: Checking Comprehension and Providing Feedback

4. practice and improve ability to manage your classroom and develop effective language tasks in English.

5. develop lesson plans and teaching materials that reflect accurate English.

6. create a reflective teaching portfolio for continuous improvement in teaching English through English.

7. engage in deep, critical reflection within a CoP of English language teaching professionals in your country.

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**TEACHING THROUGH ENGLISH**

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## 何謂“英文好”? 何種英文程度足以做 EMI?

### 1. Can you speak English?

(紐約送外賣的人知道三千字量應付交易即可!)

### 2. Can you speak English like native speakers?

(美國學校 ABC 講得嚇嚇叫, 但都是亂聊沒實質內容.)

### 3. Can you speak English in your professional subject?

(瞭解領域專業單字 / e.g.: 工程/商管, 並可說出解釋.)

### 4. Can you speak English in different professional subjects?

(商管的還可瞭解經濟/貿易等內容, 自是最佳.)

### 5. Can you speak English in everyday life?

(可深入文化, 俚語慣用語笑話都可聽懂還可回應, 這部份才難.)  
(文藻外語大學賴文儀教授)

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## What is EMI?

### ➤ EMI is...

*“The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.”*

This is from a report “EMI: A Growing Global Phenomenon” by Julie Dearden (2015).

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## EMI Student's Voice

Turn-16: “A: 溝通喔... Communication 這部份的話, 嗯... 如果單純是說這兩門課的進行方式, 我覺得幫助不大. 因為互動的方式真的就是不多. 我覺得 speaking 和 writing 機會真的就比較少, 因為像... 以 writing 來講, 因為 speaking 也就沒什麼機會囉...”

Turn-18: “我覺得最大的... 其中一個挑戰應該是... 讓同學知道為什麼要 EMI? 因為, 就像我剛講的, 對於我們來說, 就目前來講就只是換個方式講課而已, 就換個語言講課, 對呀... 就我們也不太清楚為什麼老師要用英文. 我知道其實 EMI 可能要學... 要有點接近美國人的授課模式這樣子.”

Turn-20: “只是說他們這樣用 EMI, 如果說有掛 EMI 的話, 就是會多一點外籍生會去選, 但不代表會有設計英文活動. 我其實也是後來才知道 EMI 課程會有英文討論活動, 但我覺得也還好, 因為那幾門課的... 怎麼講, 就是那幾門課的性質, 和授課方式, 好像就只能是這個樣子了, 就是講述.”

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## A Short Story

A history teacher mentioned that he was nervous about teaching bilingual courses because of his language level. He had been teaching history in Spain for 25 years and he felt confident in his delivery of the history content. However, doing the same in English was a frightening prospect.

“What can I do between now and the implementation of bilingual classes?” he asked. “How can I improve my English so that I feel more confident?” Various teachers had suggestions, ranging from “Go and do a crash-course in the UK.” to “Just read lots of history books in English.”; but most of the solutions proposed were based on improving the teacher’s oral fluency – and therefore his confidence in delivering the material.

The history teacher turned to a bilingual teacher trainer and asked him which of the proposals he thought was the best. The trainer replied, **“None of them.”** Shocked by this rejection of the advice, the history teacher asked the trainer, “Okay, so what do you propose?” The trainer replied, **“When you start your bilingual teaching sessions, just stand in front of the class and don’t talk too much.”**

(Ball, Kelly, & Clegg, 2015)

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## Discussion I.

1. Are you feeling the same way as the history teacher? Are you **nervous** about teaching your subject(s) in English?
2. How would you like to **get ready** for handling bilingual / EMI classes?
3. Why does the teacher trainer reply that way? (... **just stand there and don't talk too much...**)
4. Do you **agree** with the teacher trainer's **viewpoint**?
5. **What** should the history teacher **do** next then?

(Ball, Kelly, & Clegg, 2015)

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## 傳統被動式教學

1. Many classrooms center on creating **passive receivers** of information.
2. Teachers always **tell students what to do / think** instead of **how to think** for themselves.
3. It is in teachers' nature to **enjoy being important**, or at least important enough to tell our students what to do / think.
4. Students have to **listen to their teachers**, or at least **pretend** that they're listening.
5. Perhaps that is why some students **complain of boring classes**.

(Conklin, 2013)

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## Discussion II. 教學現場的改變

1. How do you transform the learning environment?
2. How does a teacher set up a classroom that transforms **passive thinkers** into **active thinkers**?

The first step is to...

*Teachers stop giving answers / stop being the provider of all information. This does not mean that teachers stop teaching. On the contrary, it means that teachers begin crafting lessons that demand more from students than just recalling, and answering test questions (Conklin, 2013).*

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### Example 1. Self-introduction

These numbers are about ME:

2	22	109
---	----	-----

Now, let's get to know more about YOU:

(中山大學蔡秉真教授)

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## Example 2. Self-introduction

### Let's get to know more about you:

- What are your beliefs about why people live?
- What keywords do you associate with happiness?
- Think of your best childhood memory. Describe it in one sentence.
- List 3 goals that you want to achieve before you're 40.

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## New EMI Mindset

### 1. The role of communication skills in bilingual / EMI education

- ☐ Students need to develop **communication skills** for curricular subjects.
- ☐ They need to **express** and **interpret facts**, **data**, **thoughts** and **feeling**, both in **writing** as well as **orally**.
- ☐ **Interaction** must be part of learning in all contexts.
- ☐ Bilingual / EMI education should enable students to develop **language skills** which emphasize effective **communications** for **real, practical** purposes.

*(Ball, Kelly, & Clegg, 2015)*

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## New EMI Mindset

2. Therefore, the responsibility of bilingual / EMI teachers should be:

- ☐ Encouraging students to participate in **meaningful discussions** / **interactions** in the classroom.
- ☐ Increasing **STT (Student Talking Time)** and reduce **TTT (Teacher Talking Time)**.

3. But, how? What should bilingual / EMI teachers do to achieve these?

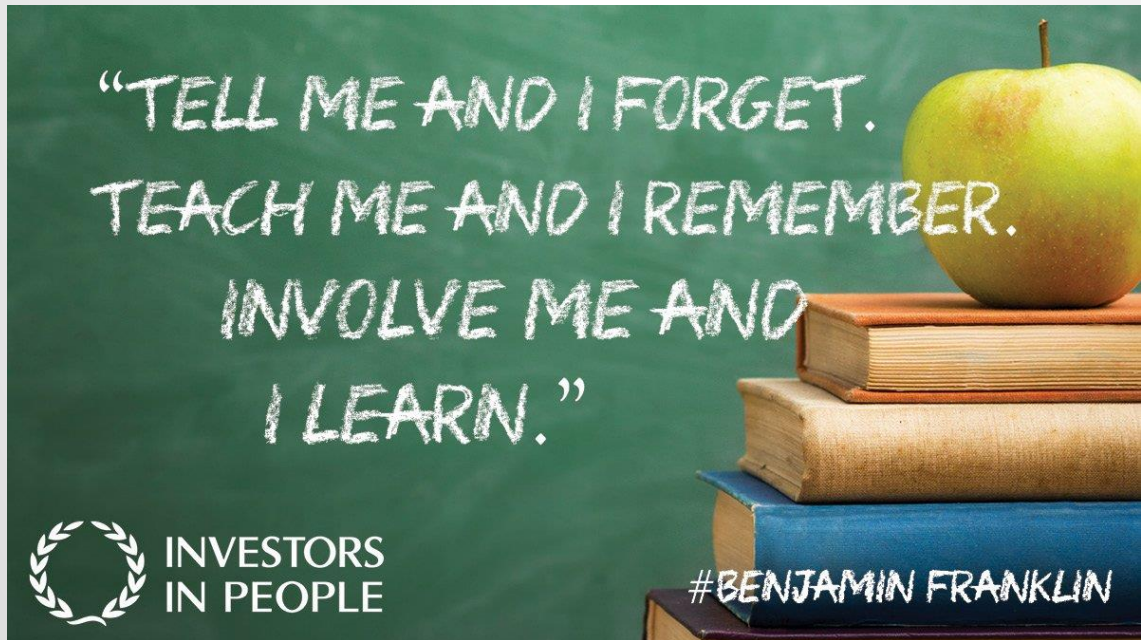
- ☐ Plan lessons by selecting **authentic materials** and **design meaningful activities**.
- ☐ Take advantage of a range of **resources** including multi-media and visual organizers.

*(Ball, Kelly, & Clegg, 2015)*

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	Traditional (Teachers do)	EMI (Students do)
Engage	<input type="checkbox"/> I tell you... <input type="checkbox"/> I show you...	<input type="checkbox"/> Students reflect <input type="checkbox"/> Students question
Explore	<input type="checkbox"/> I give them... <input type="checkbox"/> I demonstrate... <input type="checkbox"/> You listen to me...	<input type="checkbox"/> Students unpack problems <input type="checkbox"/> Students develop models <input type="checkbox"/> Students gather data
Explain	<input type="checkbox"/> I explain to you... <input type="checkbox"/> I will give you more handouts	<input type="checkbox"/> How will you define...? <input type="checkbox"/> How can you solve... problem? <input type="checkbox"/> What evidence... to support this claim?
Elaborate	<input type="checkbox"/> I give you examples... <input type="checkbox"/> I introduce more ideas... <input type="checkbox"/> Just watch me do this...	<input type="checkbox"/> Concept-Self connections <input type="checkbox"/> Concept-Concept connections <input type="checkbox"/> Concept-World connections
Evaluate	<input type="checkbox"/> Take vocab / grammar exams <input type="checkbox"/> Keep test papers to grade	<input type="checkbox"/> Reflective on investigative process <input type="checkbox"/> Reflection hypothesis

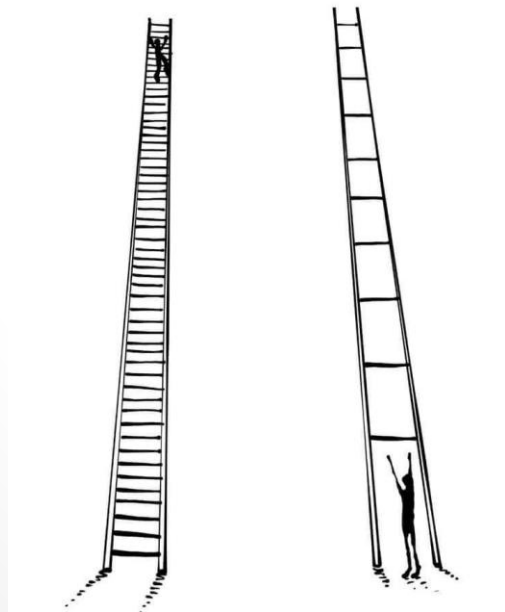
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The importance of small steps



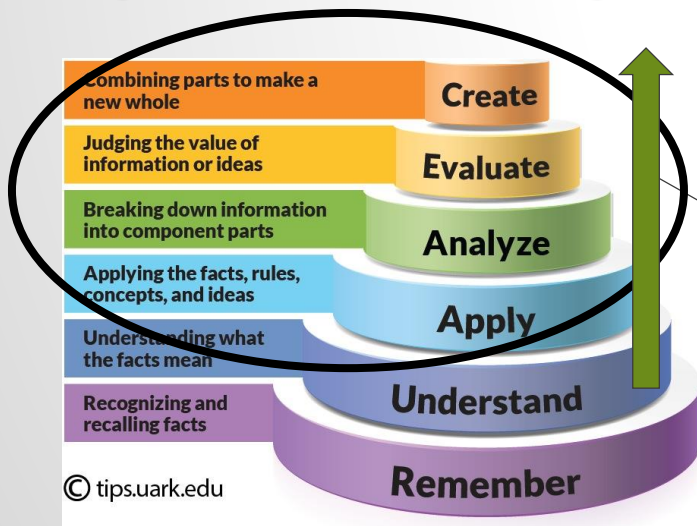
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## Reflection & Discussion

Current mindset	New mindset
✓ I thought...	✓ I've realized now that...
✓ <u>Traditionally</u> ...	✓ I'm willing to...
✓ What I do now is only...	✓ To improve, I should...

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## Bloom's Taxonomy Higher-order Thinking



### Necessary cognitive skills

- 1) Understanding 理解
- 2) Identifying 區分
- 3) Ordering 排序
- 4) Rank ordering 等級排序
- 5) Defining 定義
- 6) Comparing 比較
- 7) Contrasting 對比
- 8) Dividing 分配
- 9) Classifying 分類
- 10) Predicting 預測
- 11) Hypothesizing 假設
- 12) Reasoning 推理思考
- 13) Creative thinking 創意
- 14) Evaluating 評估

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## Communication Skills

Traditional <u>IRF</u> communication		
Teacher:	What is the biggest city in Taiwan?	<i>Initiation</i>
Learner:	Taipei.	<i>Response</i>
Teacher:	You got it right.	<i>Feedback</i>

- Encourage peer communication / student-student-interaction
  - **Expressing** agreement or disagreement
  - **Clarifying** unclear points / raising questions
  - **Describing** cause and effect
  - **Sharing** and **explaining** opinions
  - **Predicting** outcomes
  - **Suggesting** and **presenting** solutions

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## Questions for Oral Interaction (*traditional*)

Yes, I did design some questions to ask my students:

1. *What are some advantages of the Internet?*
2. *Do you prefer to write letters or send emails?*
3. *How often do you chat with your friends online?*
4. *Do you like taking online courses?*
5. *What do you usually do on the web?*
6. *When was the last time you wrote a letter to your friends?*

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## Questions for Oral Interaction (EMI)

1. Please discuss the **advantages** and **disadvantages** of the following methods of communication.

- *Having a face to face discussion*
- *Writing a letter*
- *Chatting online*
- *Giving a presentation*
- *Having a video conference*

**Develop Higher-order Thinking Skills**

2. Now please **reach an agreement** within your group: which one is the **most** / **least effective** method of communication? Why?

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## Bloom's Taxonomy Action Verbs

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> </ul>

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### Hands-on: Introducing Your Syllabus

General information: W101 – Writing for Professional Programs; 4 hours; 3 credits

Textbook: Hacker, (2015). *The Writing Handbook*. Boston: Martin's Press

#### About Me:

Name: Dr. Jerry Chen

Office: Faculty Hall, Room 45

Email: [J.Chen@univ.edu.tw](mailto:J.Chen@univ.edu.tw)

Office Hours: Tuesdays, 11:30 am -12:30 pm, unless otherwise announced.

The objectives of Writing 101 are to:

- ✓ Identify, define and develop a focused research topic
- ✓ Demonstrate the ability to summarize, and paraphrase, as appropriate
- ✓ Synthesize material from multiple sources
- ✓ Demonstrate an ability to revise written work through drafting

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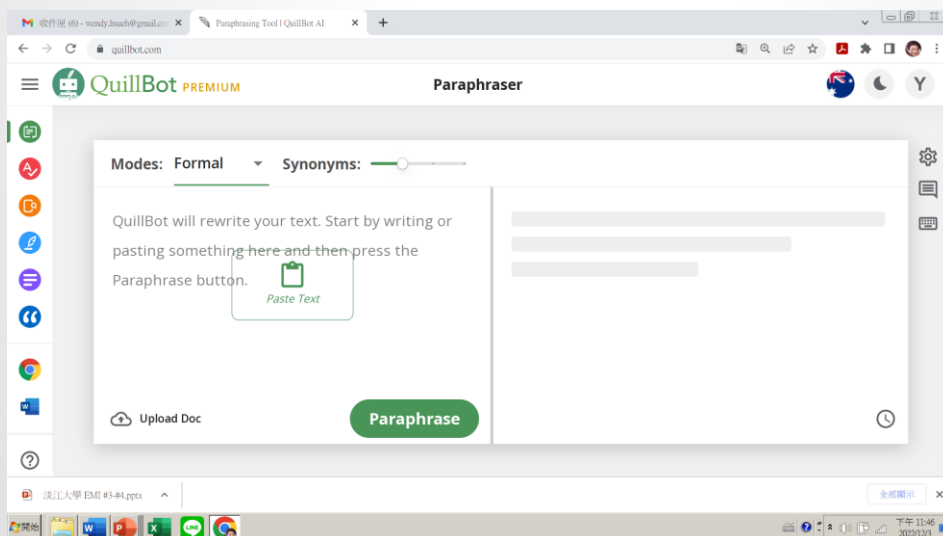
## Multimodality (多模態學習)

**Multimodal teaching** is a style in which students learn material through a number of **different sensory modalities**. For example, a teacher will create a lesson in which students learn through **auditory and visual** methods, or **visual and tactile** methods. Teachers can use any combination of learning modalities; however in multimodal teaching, a teacher must utilize **more than one**. This successful teaching style implements many strategies to ensure that students understand and retain information.

<https://classroom.synonym.com/multimodal-teaching-strategies-12049345.html>

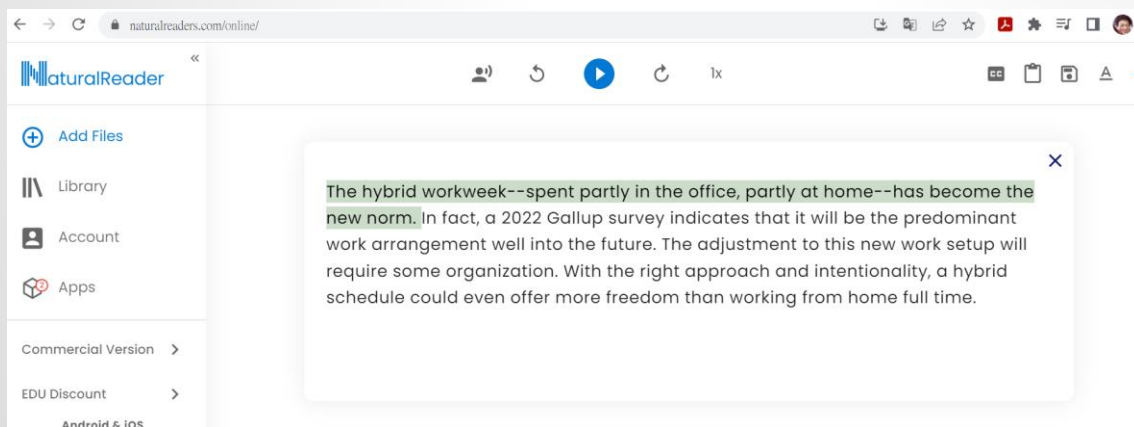
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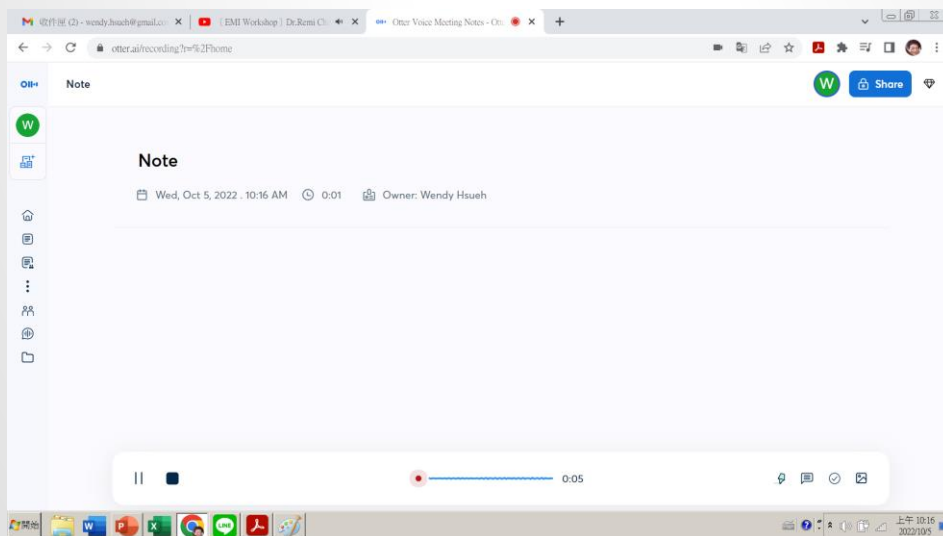
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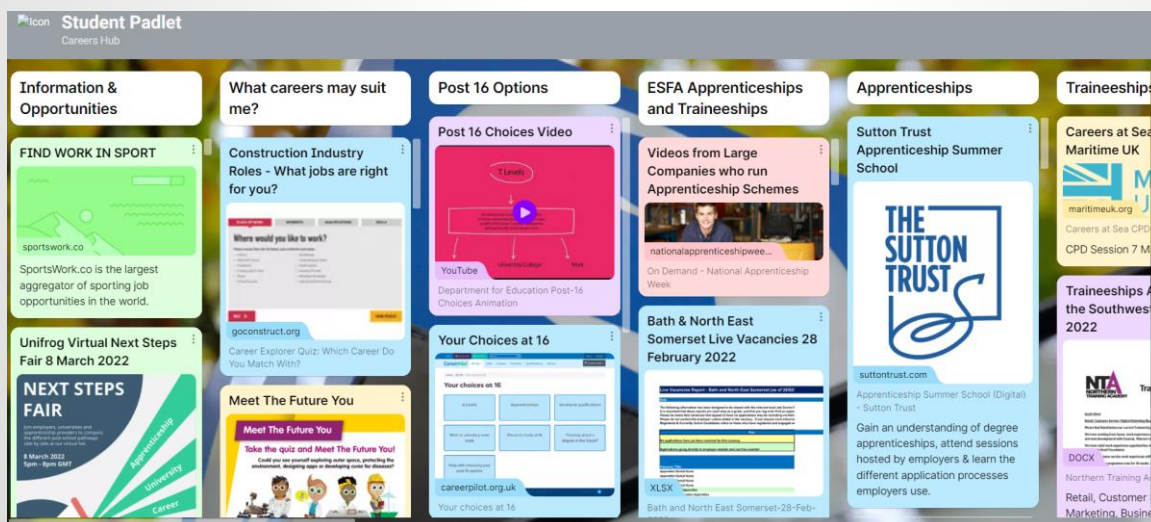
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## [HTTPS://OTTER.AI/HOME](https://otter.ai/home)



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## [HTTPS://PADLET.COM/](https://padlet.com/)



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## DOK – Depth of Knowledge (Norman Webb, 1997)

- DOK is a scale of cognitive demand that uses **questions**, **tasks**, and **products** ranked in four levels.
- DOK relies on **complexity**, not difficulty.
- It focuses on the complexity of the **mental process** that it takes for students to **answer questions**, **perform tasks**, or **create products**.

*(Norman Webb, 1997)*

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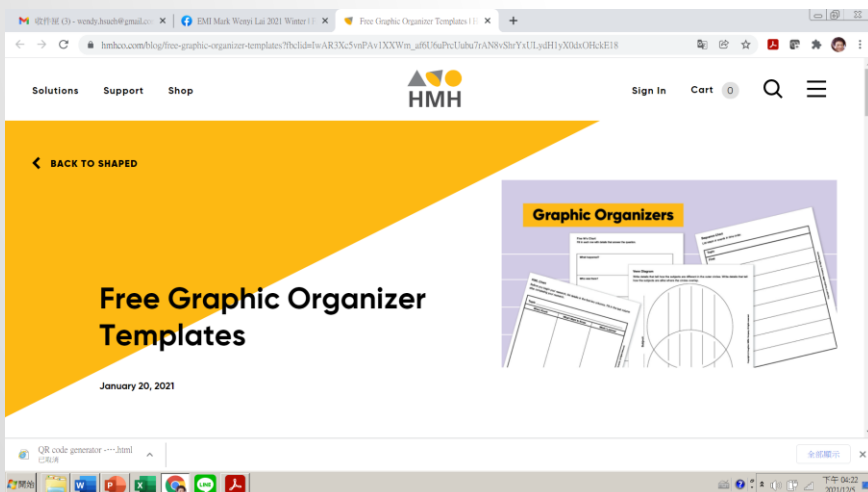
## Potential activities – Recall and Reproduction

- Develop a concept map showing / describing a process / topic
- Make a timeline and explain the stages / procedures of...
- Write a list of keywords about...
- Make a picture / table / diagram to show the...
- Prepare a flow chart to illustrate the sequence of...
- Recite a fact / sentence / quote related to...
- Read the... and write / retell in your own words...
- Listen to / read the... and write a summary report of the...

*(Norman Webb, 1997)*

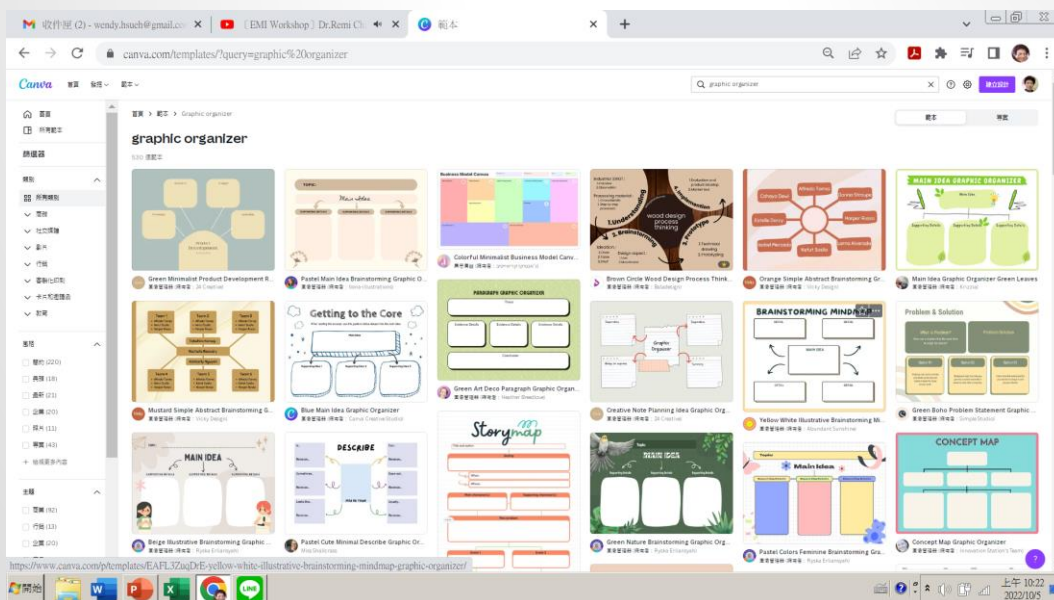
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[HTTPS://WWW.CANVA.COM/](https://www.canva.com/)



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## Potential activities – Skills and Concepts

- Explain the meaning of a concept / topic / term...
- Classify a series of steps / procedures...
- Construct / design a model to demonstrate how... works
- Perform / practice role-plays in class
- Make a diorama to illustrate...
- Write a blog entry to summarize... and share...
- Write an explanation about the topic of... / a manual of using...
- Apply a set of rules to a lab situation...

(Norman Webb, 1997)

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## Potential activities – Short-term Strategic Thinking

- Use a Venn Diagram to show how two topics are the same / different
- Design a questionnaire to gather opinions / information
- Survey / interview classmates / industry members to find out other people's perspectives
- Prepare a report about a certain area of study
- Conduct an investigation to produce information to support...
- Write a letter to the editor / manager after evaluating...

(Norman Webb, 1997)

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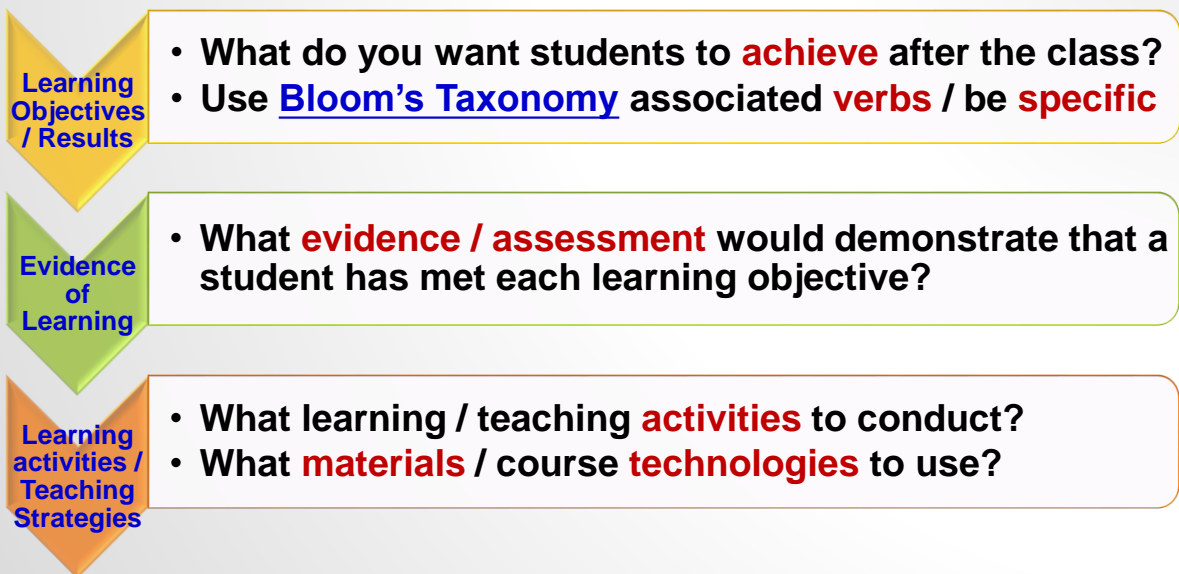
## Potential activities – Extended Strategic Thinking

- Apply knowledge to solve problems
- Write research tasks that involve formulating and testing hypothesis
- Analyze a... case and make multiple strategic decisions
- Collaborate with a group of individuals to consider various perspectives
- Devise a way / model / product to improve...
- Sell an idea with strong emphasis on persuasion

(Norman Webb, 1997)

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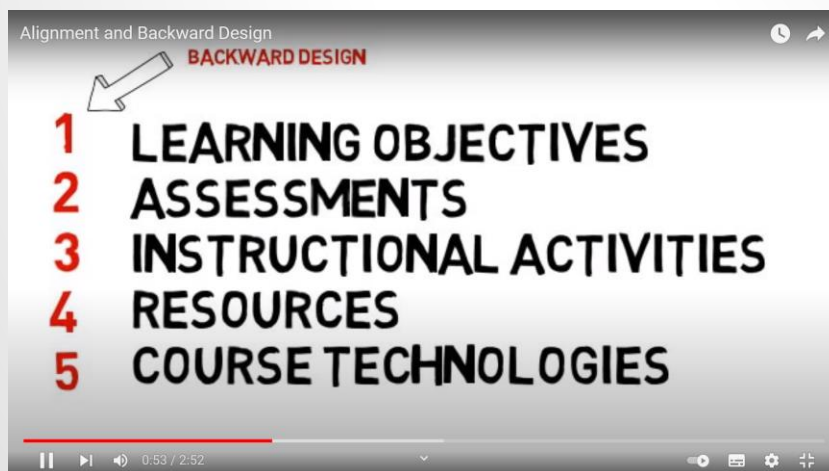
## Backward Design Model



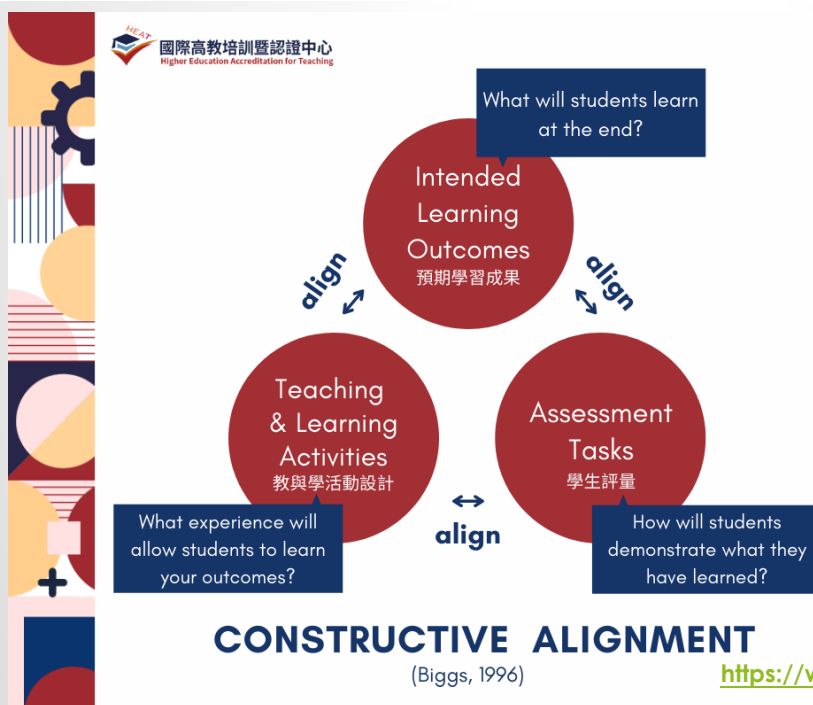
44

## Video: Backward Design Model

<https://www.youtube.com/watch?v=ZTv2HR2ckto>



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<https://www.facebook.com/NYCUHEAT>

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## 運用CONSTRUCTIVE ALIGNMENT 設計教學/檢視教學成效



訂定預期學習成果



創造有利於達成預期  
學習成果的教學活動



設計評量活動，衡量學  
習成果是否與預期一致

<https://www.facebook.com/NYCUHEAT>

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訂定預期學習成果

e.g.  
批判思考能力

Intended  
Learning  
Outcomes  
預期學習成果

創造有利於達成預期  
學習成果的教學活動

e.g. 小組討論及  
案例分析

Teaching  
& Learning  
Activities  
教與學活動設計

設計評量，衡量學習  
成果是否與預期一致

e.g.  
選擇題考試

Assessment  
Tasks  
學生評量

學生可能透過背誦就通  
過考試！因此「選擇題  
考試」不適合衡量是否  
具備「批判思考能力」

評量方式與學習目標訂定的不一致，  
教師需重新調校評量方式！

舉例  
說明

<https://www.facebook.com/NYCUHEAT>

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## Discussion Questions

- ✓ How do you assess your students' learning outcomes?
- ✓ What assessment tools do you use in your EMI course?
- ✓ What are the criteria for EMI assessments?
- ✓ Do you design bilingual exam papers for your EMI course?
- ✓ What is the role of English in the assessment?

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## Assessing Students' Learning Outcomes

Subject knowledge 80%-90%	<u>English</u> skills 10%-20%
<b><i>Are students able to:</i></b> ✓ <b><i><u>Develop</u> two ideas for a topic</i></b> ✓ <b><i><u>Write</u> two topic sentences</i></b> ✓ <b><i><u>Provide</u> examples / facts to support their opinions</i></b> ✓ <b><i><u>Summarize</u> key points and write a conclusion paragraph</i></b>	Listening:
	Speaking:
	Reading:
	Writing:

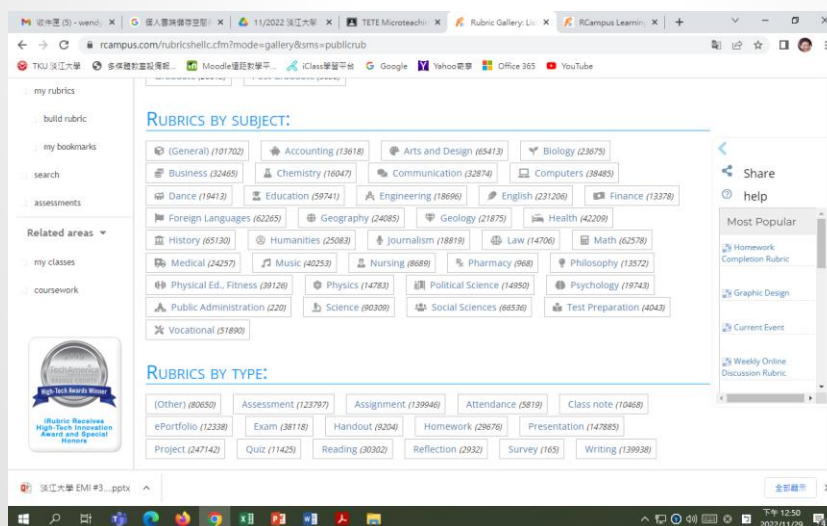
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# Assessment Strategies / Tools

Evidence	Tools
1. Pronounce vowels & consonants	✓ before and after -recordings of practicing the <u>Rainbow Passage</u> .
2. Self-introduction	✓ draft / refined script on Padlet ✓ audio / video recordings on <u>Youtube</u>
3. An academic presentation	✓ PPT contents (intro / body / conclusion) ✓ recordings of verbal & non-verbal features
4. Two summary writings	✓ 300-word reports on Google classroom
5. A newly designed product	✓ share it on Facebook ✓ feedback from stakeholders

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<https://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub>



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# Formative vs. Summative Assessment

<https://www.niu.edu/citl/resources/guides/instructional-guide/formative-and-summative-assessment.shtml>

## TYPES OF FORMATIVE ASSESSMENT

- Observations during in-class activities; of students non-verbal feedback during lecture
- Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress

## TYPES OF SUMMATIVE ASSESSMENT

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

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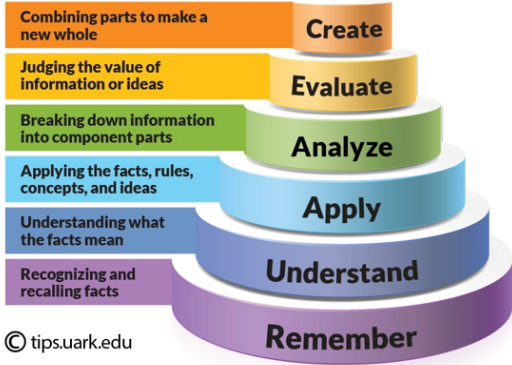
# Assessment Framework

Concept	Purpose	Assessment Type	Examples of assessment tools used in EMI courses
Assessment <b>of</b> learning	Provide <b>evidence of achievement</b> to students, and educational institutions	<b>Summative</b> assessment	<ul style="list-style-type: none"> <li>➤ <i>Project / Presentation</i></li> <li>➤ <i>Mid-term / Final exam</i></li> <li>➤ <i>Reflection papers</i></li> <li>➤ <i>Portfolio</i></li> </ul>
Assessment <b>for</b> learning	Collect information about <b>students' learning process</b> to determine what students know and can do	<b>Formative</b> assessment	<ul style="list-style-type: none"> <li>➤ <i>Weekly assignment</i></li> <li>➤ <i>Case study analysis</i></li> <li>➤ <i>In-class activities</i></li> <li>➤ <i>Homework exercises</i></li> </ul>
Assessment <b>as</b> learning	Help students become more aware of <b>how they learn</b> and to take more <b>responsibility</b> for their own learning	Assessments and activities that build students' <b>autonomy</b>	<ul style="list-style-type: none"> <li>➤ <i>Self-assessment</i></li> <li>➤ <i>Reflection</i></li> <li>➤ <i>Peer-assessment</i></li> </ul>

Source: Tsou, W., & Kao, S. (2017). *English as a medium of instruction in higher education. English Language Education. Singapore: Springer Nature.*

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## Assessment Products

Bloom's Taxonomy	Products
	<i>Invention, newspaper, solution, play, creative story</i> <i>debate, film, reflection paper</i> <i>questionnaire, spreadsheet, survey / investigation results</i> <i>illustration, experiment, interview, advertisement, report</i> <i>diagram / table, summary, mind map</i> <i>worksheet, quiz, list of ____</i>

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## Assessment of English Skills I.

	Reading	Listening
Test item	Ask questions about the facts directly presented in the text.	Ask students to relate English terminology with corresponding words/phrases based on the teachers' oral descriptors.
Purpose	Students will understand the facts of the content knowledge and select appropriate answers in English.	Students will understand the meaning of the terminology and the corresponding expressions in English.
Example	<i>There are four types of institutional power mentioned in this chapter. Can you identify them?</i> <i>(Yes, reward power, referent power, expert power, and legitimate power.)</i> <i>So what is "reward power"?</i>	<i>We are going to analyze a case which involves power and negotiation in a courtroom. Can you predict what kinds of participants would be in the scenario?</i> <i>(Yes, lawyers and suspects.)</i>

Adapted from: Tsou, W., & Kao, S. (2017). *English as a medium of instruction in higher education. English Language Education*. Singapore: Springer Nature.

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## Assessment of English Skills II.

	Speaking	Writing
Test item	Ask students to express opinions / critiques of an assigned topic.	Ask students to write summaries of assigned readings.
Purpose	Students are given opportunities to explain their perspectives in English on the assigned topic.	Students will summarize the content in English from their reading comprehension.
Example	<i>Okay, we've talked about the importance of children's education. Now I want you to think about this question and share your ideas with each other. Should children learn English as early as possible? Why or why not?</i>	<i>Please write a 2-page report based this journal article. You should include summaries and your own reflection on the ideas:</i> <ol style="list-style-type: none"> <li><i>What ideas have changed in your mind after reading this article?</i></li> <li><i>How do ideas mentioned in the article connect with your experience?</i></li> </ol>

*Adapted from: Tsou, W., & Kao, S. (2017). English as a medium of instruction in higher education. English Language Education. Singapore: Springer Nature.*

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## Evaluation for EMI Instructors

EMI 教師要經過 micro-teaching, 和 observation evaluation, 好處是有 EMI rewards 和 promotion 升等機會, 另會配 EMI TA 給教師. 觀課 observation 的 rubrics 包括四大指標: planning (是否事先規劃好課程, 使用教材, 時間管理, 專業知識等), teaching techniques (教學帶活動能力, 解釋是否清楚, 教學速度快慢等), classroom climate (學習氛圍, 有沒盡力鼓勵學生, 學員做活動時是否有共同參與?), 和 relationship with students (和學員關係為何, 是否做到公平對待, 學員回答問題是否有給 praise 等.)

主題：國立中山大學西灣學院提升全英語文能力之策略分享。  
 講者：國立中山大學全英語卓越教學中心李香蘭執行長。  
 時間：110年12月3日(星期五)15時00分至17時00分。

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## Readiness of Teachers

- ✓ Do you have a clear understanding of the **EMI program** in terms of its **rationale** and **purpose**?
- ✓ Do you have a clear understanding of the **role of English** in your discipline?
- ✓ Do you demonstrate a certain level of **English proficiency** that allows you to effectively **give lectures** in English and manage classroom **interactions** and **discussions**?
- ✓ Do you possess pedagogical skills (**translanguaging** skills, use of **multimodal resources**) that can address EFL learners' language-related learning issues?
- ✓ Do you receive sufficient support to develop appropriate teaching materials?

*Cheung, H. Conclusion: Dynamic interactions across academic disciplines. In Rethinking EMI (pp. 177-182). Routledge.*

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## Evaluation Criteria / Did the instructor...

### Learning Outcomes

- ☐ describe what students will learn and be able to do?
- ☐ meaningful, relevant, and motivating?
- ☐ achievable and can be measured?
- ☐ fair and equitable?
- ☐ linked to course objectives?

### Beginning

- ☐ start the class in a positive mood?
- ☐ set proper expectations and subject objectives?
- ☐ manage routines effectively?
- ☐ provide a recap of previous lessons?
- ☐ use engaging warm-up / hook activities?
- ☐ present the lesson by connecting it with the warm-up activities?

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## Evaluation Criteria / Did the instructor...

### During

- ☐ facilitate learning through student-centered approach?
- ☐ integrate appropriate technological tools to support learning?
- ☐ use enrichment activities for students to understand the topic?
- ☐ structure and describe learning activities logically and clearly?
- ☐ promote students' engagement and interaction?
- ☐ design authentic and meaningful learning activities?
- ☐ encourage an open discussion relating the topic to real-life situation?
- ☐ use questions techniques to engage students intellectually?

### Assessments

- ☐ administer assessments effectively?
- ☐ students' understanding are checked during / after the lesson?
- ☐ provide recap of the lesson?

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## Evaluation Criteria / Self-reflection

- ☐ In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- ☐ What evidence do you have of student learning? What do those sample reveal about those students' level of engagement, understanding, and learning?
- ☐ How did your classroom procedures enhance or detract from the lesson? What, if anything, would you do differently?
- ☐ Were you satisfied with different aspects of your instructional delivery (activities, grouping, materials and resources, etc.)? To what extent were them effective?
- ☐ What do you recommend to improve the teaching strategy?

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## Challenges / Solutions

Students' concerns	Your suggestions / strategies
<i>Students don't have a habit of speaking English in class because they might feel shy and not confident.</i>	<ul style="list-style-type: none"> <li>➤ <i>Create a stress-free discussion environment by raising questions students are familiar with.</i></li> <li>➤ <i>Conduct interactive / dynamic activities to boost students' interests</i></li> <li>➤ <i>Write down answers / read out loud</i></li> <li>➤ <i>Share with classmates / groups</i></li> <li>➤ <i>Encourage them to start sharing within small groups</i></li> <li>➤ <i>Start with their own person experience -&gt; easier to express</i></li> <li>➤ <i>Using grades as incentives</i></li> <li>➤ <i>Create conversational opportunities</i></li> </ul>

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## Preparing for the Challenges

Students' concerns	Your suggestions / strategies
<i>1. Students are not familiar with special terms.</i>	<i>Use visual aids and provide a glossary for student's reference.</i>
<i>2.</i>	
<i>3.</i>	

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## Preparing for the Challenges

Teachers' concerns	Your suggestions / strategies
1. <i>Lack sufficient EMI materials</i>	<i>Besides textbooks, incorporate videos, websites, applications, worksheets, and journal articles</i>
2.	
3.	

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## Teachers' Supporting Community

<p>VIVIAN: (teacher) ↵  mixed-level: some students' English proficiency is good but some are not. It's challenging for teachers to decide choice of words↵</p>	<p>1. <i>Placement test before the course begins: select students with B2-C1 levels.</i>↵  2. <i>Form groups: advanced-level students may assist those with intermediate-level</i>↵</p>
<p>VIVIAN: (student)↵  “What if I cannot understand the content of lectures?” Also, students might be too shy to clarify doubts in class.↵</p>	<p>1. <i>Use visual aids to illustrate a bit, design handouts that guide students to answer questions re. key ideas</i>↵  2. <i>If they're too shy, just write down the answers and ask their peers to speak up for them (or send voice recordings via LINE)</i>↵</p>

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# Supporting Strategies

## For Professors:

- Set **proficiency requirements** for teachers
- Oversea / Domestic Teachers' **training programs**
- Experience sharing **workshops / communities**



## For Students:

- Intensive **English training** courses
- **Communicative** English corners / **Writing** workshops
- **TOEFL iBT / IELTS** proficiency tests



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<https://ocw.mit.edu/index.htm>



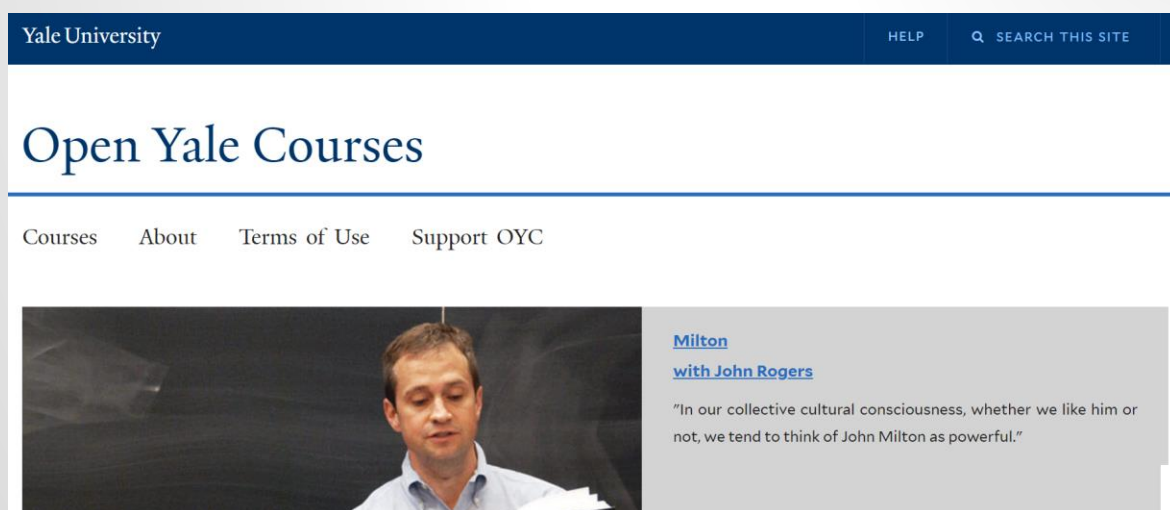
68

<https://pll.harvard.edu/>



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<https://oyc.yale.edu/courses>



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# Econ. 159 Game Theory

<https://oyc.yale.edu/economics/econ-159/lecture-1>

## Game Theory

ABOUT SYLLABUS SESSIONS SURVEY BUY BOOKS



**Course Number**  
ECON 159

### About the Course

This course is an introduction to game theory and strategic thinking. Ideas of dominance, backward induction, Nash equilibrium, evolutionary stability, credibility, asymmetric information, adverse selection, and signaling are discussed and applied to games played in class and to examples drawn from economics, politics, the movies,

### About Professor Ben Polak

Ben Polak is Professor of Economics

### Ben Polak

**Born** December 22, 1961 (age 60)  
**Nationality** British  
**Alma mater** Trinity College, Cambridge (B.A., 1984)  
 Northwestern University (M.A., 1986)  
 Harvard University (Ph.D., 1992)

include Generalized Utilitarianism and Harsanyi's Impartial Observer

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# Econ. 159 Game Theory

## Lecture Chapters

### Lecture Chapters

1. [What Is Strategy?](#) [00:00:00]
2. [Strategy: Where Does It Apply?](#) [00:02:16]
3. [\(Administrative Issues\)](#) [00:02:54]
4. [Elements of a Game: Strategies, Actions, Outcomes and Payoffs](#) [00:09:40]
5. [Strictly Dominant versus Strictly Dominated Strategies](#) [00:21:38]
6. [Contracts and Collusion](#) [00:29:33]
7. [The Failure of Collusion and Inefficient Outcomes: Prisoner's Dilemma](#) [00:33:35]
8. [Coordination Problems](#) [00:41:40]
9. [Lesson Recap](#) [01:07:53]

### Download Transcript

TRANSCRIPT	AUDIO	LOW BANDWIDTH VIDEO	HIGH BANDWIDTH VIDEO
<a href="#">html</a>	<a href="#">mp3</a>	<a href="#">mov [100MB]</a>	<a href="#">mov [500MB]</a>

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## Transcript

Each textual pragmatic marker used in the native EMI instructor's lecture will be identified and tagged according to which function it carried out in the context.

**Professor Ben Polak:** *Sorry*, say again.

**Student:** *Sure*. My name is Travis. I thought we could work together, *but* I guess not.

**Professor Ben Polak:** *All right good*. That's a pretty good reason.

**Student:** If you had chosen Beta we would have all gotten B+'s but I guess not.

**Professor Ben Polak:** *Good, so* Travis is giving us a different reason, *right?* He's saying that maybe, some of you in the room might *actually care* about each other's grades, *right? I mean* you all know each other in class. You all go to the same college. *For example*, if we played this game up in the business school—are there any MBA students here today? One or two. If we play this game up in the business school, *I think* it's quite likely we're going to get a lot of Alpha's chosen, *right? But* if we played this game up in let's say the Divinity School, *all right* and I'm guessing that Travis' answer is reflecting what you guys are reasoning here. If you played in the Divinity School, you might think that people in the Divinity School might care about other people's grades, *right?* There might be ethical reasons—perfectly good, sensible, ethical reasons—for choosing Beta in this game. There might be other reasons as well, *but* that's perhaps the reason to focus on. *And* perhaps, the lesson I want to draw out of this is that right now this is not a game. *Right now* we have actions, strategies for people to take, *and* we know what the outcomes are, *but* we're missing something that will make this a game. What are we missing here?

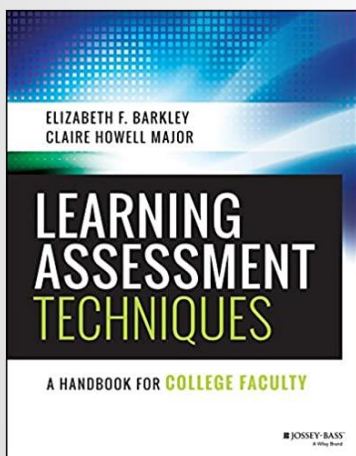
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## Frequency calculation

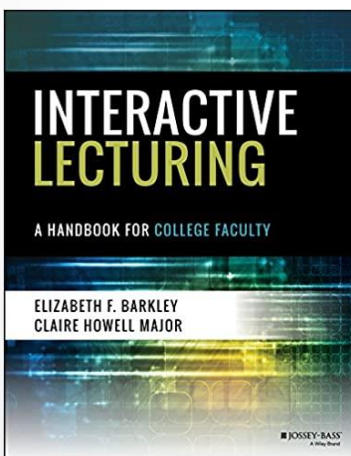
Course: **ECON 159** / Lecture I: **Introduction** / Units: **9 Chapters** /  
Length: **1 hour 8 minutes** / Word counts: approx. **12,000 words**

Functions of textual markers	Items found in the data (number of occurrences)
Causal markers	<i>because x, y... or x so / because (21) y...</i>
Continuation markers	<i>and (147), moreover, in addition (2), so (180)</i>
Contrast markers	<i>although (1), but (88), however (1), whereas (1)</i>
Elaboration markers	<i>for example (2), such as, like (3), I mean (5)</i>
Opening or closing markers	<i>alright (33) now (63) ok (84) well (12)</i>
Topic shift or digression markers	<i>anyway (4), or, whatever, so, regarding, then</i>
Sequence markers	<i>then (28), well, next (6), firstly, after</i>
Summary markers	<i>so, yeah (19), well, to conclude</i>

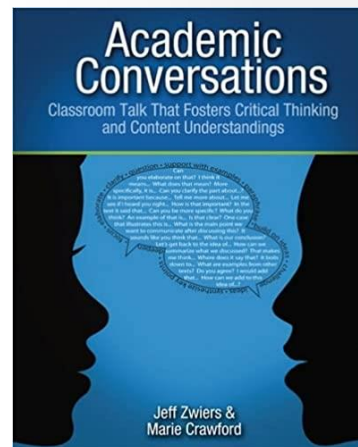
74



<https://www.amazon.com/Learning-Assessment-Techniques-Handbook-College/dp/1119050898>



[https://www.amazon.com/-/zh\\_TW/Elizabeth-F-Barkley/dp/1119277302/ref=sr\\_1\\_1?crid=1KI4KS4GZD9XL&keywords=interactive+lecturing&qid=1668700093&prefix=interactive+lecturin%2Caps%2C365&sr=8-1](https://www.amazon.com/-/zh_TW/Elizabeth-F-Barkley/dp/1119277302/ref=sr_1_1?crid=1KI4KS4GZD9XL&keywords=interactive+lecturing&qid=1668700093&prefix=interactive+lecturin%2Caps%2C365&sr=8-1)



[https://www.amazon.com/-/zh\\_TW/Jeff-Zwiers/dp/157110884X/ref=sr\\_1\\_1?crid=1ZOZF1L45JV7F&keywords=academic+conversation&qid=1668700141&prefix=academic+conversation%2Caps%2C254&sr=8-1](https://www.amazon.com/-/zh_TW/Jeff-Zwiers/dp/157110884X/ref=sr_1_1?crid=1ZOZF1L45JV7F&keywords=academic+conversation&qid=1668700141&prefix=academic+conversation%2Caps%2C254&sr=8-1)

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**Questions, discussions,**  
**and feedback are all**  
**WELCOME!**



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