

大學EMI課程之英語教學策略 與學習資源

謝承諭 Chen-Yu Chester Hsieh

國家教育研究院語文教育及編譯中心



中華大學

1

Basic Information

- 謝承諭 Chen-Yu Chester Hsieh
- Ph.D. in Linguistics, National Taiwan University (NTU)
- Currently **Assistant Researcher** at the **Research Center for Translation, Compilation and Language Education**, National Academy for Educational Research (**NAER**)
- Used to teach at **National Taiwan University of Science and Technology (NTUST)** and **National Taipei University of Technology**
- Used to be **the Chief of the Administration Section** at the Language Center, NTUST and involved in planning and implementing EMI-related projects at NTUST



中華大學

2

EMI-related experiences

- Organized **two EMI workshops** for NTUST faculty
- Organized a **pre-freshman EMI prep summer program** at NTUST
- Gave Lectures on EMI-related topics at **NTUST, National Formosa University (虎尾科大) and Tatung University**
- Taught **EAP courses** at NTUST and an **intensive program for CLIL teachers** at NTU Language Center (臺大語文中心)



This talk

- Intro to EMI
- For Language Teachers
- For Content Teachers



Intro to EMI



中華大學

5

What is EMI?



中華大學

6

What is EMI?

- English Medium Instruction; English Mediated Instruction; English as **the** Medium of Instruction; English as **a** Medium of Instruction
- “The use of the English language to teach **academic subjects (other than English itself)** in countries or jurisdictions where **the first language of the majority of the population is not English.**” (Macaro et al., 2018: 37)

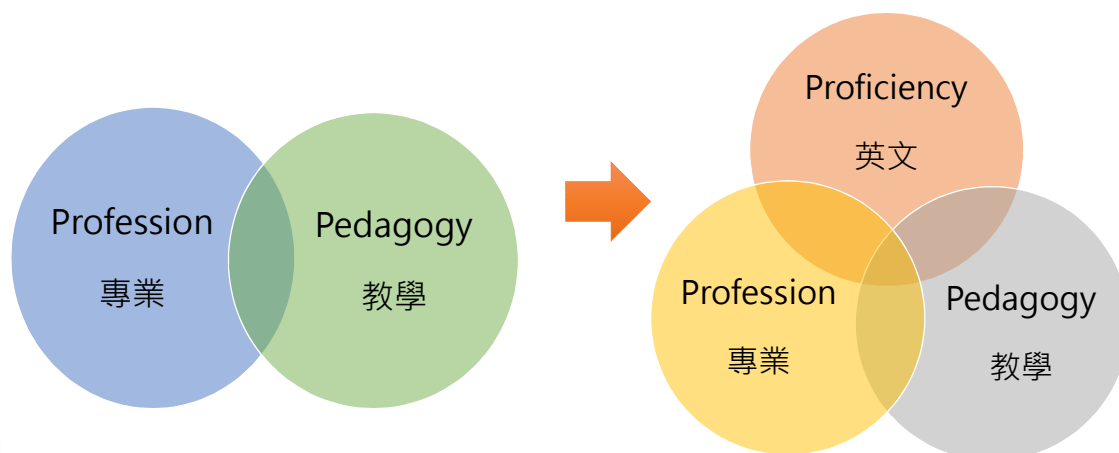
Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.

中華大學

7



What is EMI?



中華大學

8



Why do we need EMI?



Why EMI?

- 1) A need to internationalize the university
- 2) A need to attract foreign students
- 3) Competition between the state and the private sections
- 4) The status of English as an international language



Other reasons

- 5) The content of the subject is mainly presented and published in English
- 6) To improve the quality of teaching and learning
- 7) To enhance students' English proficiency
(厚植國人英語力)



What might be
the problems or difficulties?



Problems and Difficulties (Fenton-Smith et al., 2017)

- Students have low level English language ability.
- Students have mixed English language ability.
- The teacher's own limited English language ability.
- EMI may diminish the quality of the content that the teacher tries to teach.
- Insufficient support for students to develop their English language abilities at the institution



Fenton-Smith, B., Stillwell, C., & Dupuy, R. (2017). Professional development for EMI: Exploring Taiwanese lecturers' needs. In *English Medium Instruction in Higher Education in Asia-Pacific* (pp. 195-217). Springer, Cham.

中華大學

13

Problems and Difficulties for NTUST students

- Reading English textbooks
- Taking tests presented in English
- Understanding subject terminology in English
- Speaking or asking questions in English
- Understanding the instructor's pronunciation

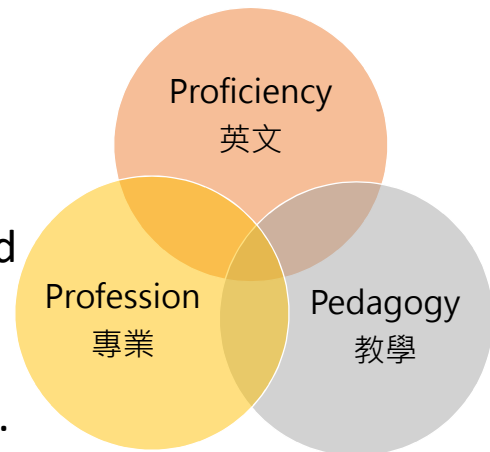


中華大學

14

Main Takeaways

- Language teachers are important.
- Strategies are important.
- Better teaching can lead to better EMI and vice versa.
- Collaboration between content and language teachers should be encouraged.
- It doesn't have to be all or nothing.



For Language Teachers



Things language teachers can do

**EAP
Programs**

**Self-study
Resources**



中華大學

17

**EAP
Programs**

Academic Listening and Speaking

English for Science and Technology

EMI-Prep Summer Program



中華大學

18

Academic Listening and Speaking

- Lecture cultures (Macro)
- Lecture organization (Meso)
- Characteristics of spoken English (Micro)
- Before/in/after class listening strategies
- Presentation skills
- Discussion skills
- Conference organization



Academic Listening and Speaking

- Lecture cultures (Macro)
- Lecture organization (Meso)
- Characteristics of spoken English (Micro)
- **Before/in/after class listening strategies**
- Presentation skills
- Discussion skills
- **Conference organization (Project-Based Learning)**



Before/in/after class listening strategies

- Dynamic
- Interactive
- Top-down
- Before class
 - Read the assigned material.
 - Review what you already know about the lecture topic.
 - Make informed guesses about the content/approach of the lecture.
 - Discuss the topic with classmates.
 - Create a list of questions about the topic



Before/in/after class listening strategies

Dynamic
Interactive
Top-down

- In class
 - Take notes
 - Use the speaker's introduction to make predictions/develop a framework.
 - Listen without taking notes
 - Recognize the speaker's organization patterns.
 - Use visual cues (hand gestures, facial expressions) to aid comprehension.
 - Tape-record lecture for later listening (obtain permission first).
 - Write notes on the handouts
 - Use language cues (e.g., *now we will move on to the next topic*)
 - Notice and record instructor emphasis/opinions in your notes
- After class
 - Ask questions after the lecture.
 - Remain in your seat and write more while the information is fresh.
 - Use office hours to discuss any problems you had.
 - Read or reread the assigned material.
 - Highlight the main ideas in your notes.



Conference organization



Time	content
13:20~13:30	Sign in, prepare files
13:30~13:40	Wooseok Sim
13:40~13:50	Yi Fang Yang
13:50~14:00	Zi Yu Huang
14:00~14:15	Break time
14:15~14:25	Chuang pu sheng
14:25~14:35	zhangxu hui
14:35~14:50	Break time
14:50~15:00	Yi An Lin
15:00~15:10	Jiyujeong
End	



中華大學

23

Conference organization



中華大學

24

English for Science and Technology



English for Science and Technology

- Word analysis
- Reading long sentences
- Reading strategies (SQ3R/IMRD)
- Summarizing and paraphrasing strategies
- Writing skills (describing graphs/processes)
- Presentation skills
- **PBL (Project/Problem-Based Learning)**
- TED talks of science and technology



PBL (Project/Problem-Based Learning)

- Form teams → Learn about SPSE (Situation-Problem-Situatino-Evaluation) → Spot a problem in the field of science and technology → Look for the solutions → Meeting with the teacher → Midterm presentation → Video → Meeting with the teacher → Website → Final presentation
- <https://whatevergroup.wixsite.com/website>
- <https://yiyuskylin.wixsite.com/cleanerenergy>



EMI Prep Program



EMI Prep Program (Summer, 2021)

- Pre-freshman students (293, from three colleges)
- 36 hours, 12 days
- 65 class videos
- 64 exercises
- 12-hour synchronous lessons
- 11 group competitions
- Subject teachers
 - Orientation to EMI
- Language teachers
 - Academic vocabulary and reading skills
 - Academic listening strategies
 - Oral communication in EMI classes
- Tutors
 - English vocabulary for learning Calculus
 - Classroom English expressions



中華大學

29

EMI Prep Program (Summer, 2021)

- <https://www.youtube.com/watch?v=kWJhgKcJE4s>



中華大學

30

Self-study Resources

English pronunciation

Classroom English

EAP language skills



中華大學

31

English Pronunciation

• YouGlish

Use YouTube to improve your English pronunciation. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.



中華大學

32

Classroom English

NTNU

語言技巧教學之課室用語

For English teachers



臺灣大學英語教學研究中心 印行

課室英語手冊

For all subject teachers



臺灣大學英語教學研究中心 印行



中華大學

33

EAP Language skills

- Using English for Academic Purposes for Students in Higher Education
- <http://www.uefap.com/index.htm>
- TAMU Writing Center
- <https://writingcenter.tamu.edu/>

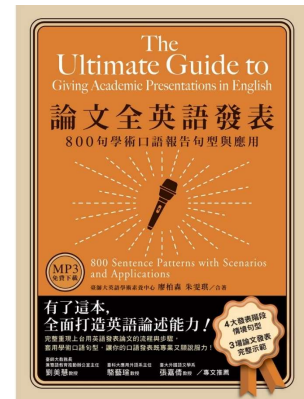


中華大學

34

EAP Language skills

- 《論文全英語發表：800句學術口語報告句型與應用》
- The Ultimate Guide to Giving Academic Presentations in English
- Academic presentation skills
- Pronunciation
- Moderating and panel discussion skills
- Body language
- Online resources



中華大學

35

For Content Teachers



中華大學

36

Aspects that they can pay attention to

Teaching Structure

Teaching Strategies

Language skills



Teaching Structure



More Effective Teaching Structure (BOPPPS)

- **B**ridge-in (導言)
- **O**bjective (學習目標)
- **P**re-test (前測)
- **P**articipatory Learning (參與式學習)
- **P**ost-test (後測)
- **S**ummary (總結)



DEMONSTRATION

English Grammar for Academic writing



Common Sentence Problems



Bridge-in (導言)

What problems would you have
when you write an English
sentence?



Objectives

Objective (學習目標)

- After this class, you should
 - 1. be aware of two of the common sentence problems in writing;
 - 2. be able to recognize these two types of problems;
 - 3. be able to fix the problems.



中華大學

43

Grammar Cops

Pre-test (前測)

- Everyone loves Chester he is handsome.
- Everyone loves Chester, he is handsome.



中華大學

44

Run-On Sentences

Participatory Learning (參與式學習)

- Everyone loves Chester he is handsome.



中華大學

45

Comma Splice

Participatory Learning (參與式學習)

- Everyone loves Chester, he is handsome.



中華大學

46

How would you correct it?

Participatory Learning (參與式學習)

- Everyone loves Chester, and he is handsome.
- Everyone loves Chester, because he is handsome.
- Everyone loves Chester. He is handsome.
- Everyone loves Chester; he is handsome.



中華大學

47

Which type of problem is it?

Participatory Learning (參與式學習)

- Chester is cool, he teaches grammar.
Comma splice (CS)
- Chester is cool he teaches grammar.
Run-on sentences (RO)



中華大學

48

It's your turn!

Post-test (後測)

- Chester is cool, he teaches grammar.
- Chester is cool, but he teaches grammar.
- Chester is cool, because he teaches grammar.
- Chester is cool. He teaches grammar.
- Chester cool; he teaches grammar.



中華大學

49

A quick review

Summary (總結)

- **Two common sentence problems:**
 - Run-on sentences
 - Comma splices
- **Common solutions:**
 - Connectors (e.g. *and/because...*)
 - Punctuation (e.g. *./;...*)



中華大學

50

Other types of sentence problems



Teaching Strategies



Classroom Interactional Competence



Classroom Interactional Competence

- The use of learner/goal-convergent language
- The facilitation of interactional space for learning
- The shaping of learner contributions



The use of learner/goal-convergent language

- Using language(s) (and other symbolic resources) appropriate to the teaching goal of the moment and the learners (cf. Sert, 2015; Park, 2017).
- Goal-oriented
- Slower and easier
- Translanguaging
- Multimodal scaffolding



The facilitation of interactional space for learning

- Learners need space for learning to **participate in the discourse**, to **contribute to class conversations**, and to **receive feedback** on their contributions (Walsh, 2014: 5).
- Increase wait-time
 - Resisting the temptation to fill silence
 - Promoting extended learner turns
 - Allowing planning time



The shaping of learner contributions

- Taking a learner response and doing something with it rather than simply accepting.
- Paraphrasing
- Summarizing
- Extending
- Scaffolding
- Recasting



中華大學

57

Incomprehensible explanation

- <https://youtu.be/IEEnYfbBxv50>
- What are some problems that you observe in this episode?
- How can the problems be fixed?



中華大學

58

Some problems

- The words for explanation are too difficult or technical. (not learner/goal convergent)
- The explanation is too lengthy (no interactional space)
- There is no interaction between the teacher and the students (no interactional space/no learner contribution)



Possible solutions

- Bridge the language gap
- Teach technical vocabulary
- Translate unfamiliar and commonly confused terms
- Limit explanation time in class by curating informative, native language videos and examples to complement students' reading outside of class
- Increase interaction with students



韓國東國大學EMI教學策略系列影片

- 동국대 EMI(English Mediated Instruction)
- https://www.youtube.com/watch?v=63pAuniDdsE&list=PLWlqi_DJPsOOCX3TEQC0x8brW3aCa96dt
- Checking for understanding
- Setting quizzes and exams
- EMI Classroom management
- Facilitating discussion
- Explain, Demonstrate, Model
- Etc.



中華大學

61

Advice from teachers at NTUST

- Use more visual aids
- Write keywords on the blackboard
- Videotape lectures
- Ask more questions
- Adopt PBL
- Share English learning experience



中華大學

62

Resources for Content Teachers



中華大學

63

English Pronunciation

- YouGlish



Use YouTube to improve your English pronunciation. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.



中華大學

64

English Pronunciation

• Prof. Wen-Jiun Rebecca Huang



中華大學

65

The Echo Method (Chung, 2017)

- Listen
- Echo
- Repeat

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



Chung, K. S. (2017). Teaching pronunciation to adult learners of English. In Asian English Language Classrooms (pp. 131-149). Routledge.



中華大學

66

Classroom English

NTNU

語言技巧教學之課室用語

For English teachers



臺灣大學英語教學研究中心 發行

課室英語手冊

For all subject teachers



臺灣大學英語教學研究中心 發行

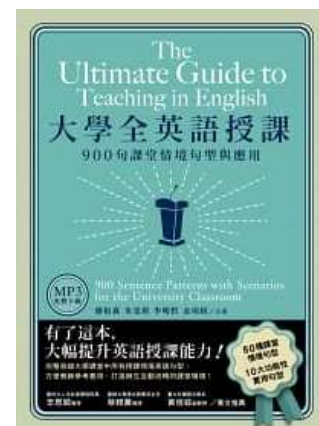


中華大學

67

The Ultimate Guide to Teaching in English

- Class orientation
- Teaching procedures
- Office hours
- Tests and presentations
- Sentence patterns



中華大學

68

EMI Research

- EMI Oxford Research Group
- <http://www.emi.network/>
- Foreign Language Center, National Cheng Kung University
- <http://flc.ncku.edu.tw/index.php>



中華大學

69

English for Teaching Purposes

Browse > Language Learning > Learning English

Offered By **UAB** Universitat Autònoma de Barcelona

English for Teaching Purposes

★★★★★ 4.6 322 ratings • 97 reviews

Silvia Solà Vilà [+2 more instructors](#)

[Go To Course](#) Already enrolled
Financial aid available

57,050 already enrolled

Included with **COURSERA** Unlimited access to 3,000+ courses, Guided Projects, Specializations, and Professional Certificates. [Learn More](#)

About Instructors Syllabus Reviews Enrollment Options FAQ

About this Course

63,528 recent views

Thinking about teaching your university subject in English but it's not the Language you normally use?

Then, English for teaching purposes is the course for you. A course on English and teaching methodology that aims to help university lecturers do their teaching in English, in line with university internationalisation policies.



Learner Career Outcomes



50%

started a new career after completing these courses



中華大學

70

Course Observation

- MIT Open Courseware
- <https://ocw.mit.edu/index.htm>
- Academic Earth
- <https://academicearth.org/>
- Coursera
- <https://www.coursera.org/>



Thank You!

Chen-Yu Chester Hsieh (謝承諭)
National Academy of Educational Research
chesterhsieh@mail.naer.edu.tw
chesterhugues@gmail.com

