

實踐大學 函

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受文者：高雄市立中正高級工業職業學校

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速別：普通件

密等及解密條件或保密期限：

附件：工作坊計畫書 (1111201151_1_實踐大學_雙語教師工作坊.pdf)

主旨：有關本校辦理「雙語教師工作坊」活動資訊，敬請惠予公告並鼓勵貴校教師踴躍報名參加，請查照。

說明：

一、因應國際化產業發展趨勢，並同步提升學生國際競爭力，本校積極推動EMI(English as a Medium of Instruction)課程，鼓勵教師於專業學科內(包含課程內容之教授、師生互動、學習成果檢核及評量等)使用英語進行教學。為協助教師精進教授EMI課程之教學品質與成效，特辦理旨揭活動。

二、活動相關資訊如下：

(一)活動形式：採線上辦理(採用Google Meet)，並於課程前一日寄送線上連結網址。

(二)活動日期：111年6月29日、30日(星期三、四)。

(三)報名方式：採線上報名，網址：<https://reurl.cc/x9XMm4>。

(四)報名期間：自即日起至111年6月27日(星期一)止。



(五)活動費用：免費。

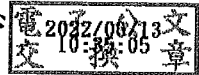
三、活動聯絡人：高承恩先生；電話：(02) 25381111分機

1171；電子郵件信箱：105171@g2.usc.edu.tw

四、檢附工作坊計畫書1份。

正本：全國高級中等學校

副本：本校國際事務處、入學服務處入學服務二中心、入學服務一中心



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實踐大學雙語教師工作坊

課程日期：2022 年 6 月 29 日(週三)－30 日(週四)

課程地點：採線上形式辦理(採用 Google Meet)，並於課程前一日寄發線上連結網址。

授課講師：國立台灣師範大學師培學院范雅筑助理教授

參與對象：實踐大學教師及高中教師

(此工作坊以全英語進行，建議英語程度 B2 以上)

課程主題與時間：

時間	主題	
	第一日 (6/29)	第二日 (6/30)
9:10-12:00	EMI 教學概要講座	EMI 教學實務講座
13:10-16:00	EMI 教學模式工作坊	EMI 教學課架與 學生需求分析工作坊

報名方式：實踐大學教師請上研習系統報名，校外教師請至線上表單([點此連結](#))

工作坊概要：

Overview:

Welcome to the professional development session - *Foundations in Teaching Content in English!*

Our topic as we start is the exploration of foundational topics in teaching your content in English. Perhaps some of you have taught part or all of a course in English, while others have not started teaching in English yet but are ready to try or to work toward that goal with a group of educators. For all of you, I hope you are excited about the course—it will depend on you sharing your ideas and strategies and what we can learn from each other. With that in mind, let's start!

The purpose of this session is to introduce you to the field of English as a Medium of Instruction (EMI) to prepare you to develop and teach your course. You will learn about how EMI compares to other models for instruction and about some benefits and challenges when teaching an EMI course. You will also learn about common institutional models for EMI programs, the roles and responsibilities of EMI instructors, areas where students will need extra support as they learn in English, and how you can gather the information you need about your students' English level to plan your EMI course. Finally, you will examine your own EMI context, develop a profile of your course and students, analyze the textbooks and materials used in your classroom, and create and share your goals for what you want to learn and create by the end of this EMI course.

Objectives:

By the end of the module, you will be able to:

- Describe the roles and responsibilities of the EMI instructor and needs of students in an EMI course
- Examine and describe your teaching context
- Write and discuss your goals for what you want to learn and create by the end of this EMI course
- Create an introduction to your EMI portfolio

Professional Development Credit:

Participant will get an issue of 12-hour of professional development credit with at least 80% of participation and engagement.

Task List:

The module should take **12 hours** to complete. We will do the following tasks in this order:

Day 1

Task 1: Discussion – *Self-Introduction & Goals* (1 hour)

- Task 2: Complete the Self-Assessment (1 hour)
- Task 3: Four mini lectures (1 hour)
 - *Introduction and Benefits to EMI Courses*
This lecture gives a brief introduction to teaching EMI, and will also go over benefits of EMI.
 - *Challenges to EMI Implementation*
This lecture will discuss common challenges that come with teaching a course in English.
 - *Student Needs when Learning in an EMI Course*
This lecture is about areas where you can provide additional support to students.
 - *Assessing Student Needs for Learning in an EMI Course*
This lecture is about ways you can gather information about your students to plan your EMI course.

- Task 4: Complete five readings (2 hours & 30 minutes, with group share)
 - Reading 1.1: Common Models for EMI Instruction
This reading describes the common approaches used for EMI instruction.
 - Reading 1.2: The Roles and Responsibilities of the EMI Instructor
This reading covers what is expected of the instructor during EMI courses.
 - Reading 1.3: Sample Survey for Identifying Students' Needs for Studying in EMI Courses
This reading is a sample survey that you can use for your class and adjust according to student needs.
 - Reading 1.4: Strategies to Build Student Motivation to Learn Content in English
This reading goes over strategies for building student motivation, including discussing some benefits of EMI courses.
 - Reading 1.5: Building Confidence to Teach in English
This reading discusses strategies to overcome the nervousness an instructor might feel teaching in English.
- Task 5: Take the Check for Understanding Quiz (30 minutes)

Day 2

- EMI Practitioner Lecture (2 hours)
- Task 6: Submit Assignment – *Course and Student Profile* (3 hours & 30 minutes, with group share)
- Wrap-up & Reflection (30 minutes)

Check for Understanding Quizzes

Quizzes are one way to assess how well you have learned the content in each module. After each set of videos and readings, you will take a quiz that covers the material. Question formats include multiple choice, fill in the blank, true/false, or matching, and each quiz is graded automatically with your score immediately available.

Course and Student Profile

In this assignment, you will begin preparing for a specific class for EMI that you will focus on. This assignment is the first step for your overall course design, and it will include a Course and Student Profile. You will state the name of the course you are developing materials for and also provide a detailed description about the course, including: course content, level of students' knowledge about the content area, approximate level of students' English, and the amount of English you plan on using for instruction in the course (for example, one unit in English, half the course in English, the whole course in English, etc.), and materials available for the course.

Group Shares

A "Group Share" is an opportunity to share activities with your colleagues in this course. The purpose is to share one idea and receive many others that you can use in the classroom. In this way, we can all learn new teaching ideas from each other and improve our classroom practice.