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My Experience of EMI Teaching

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EMI: A Growing Global Phenomenon



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A Different Mindset

From Learning English to Learning in English



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In the case of EMI, students need to develop the ability not only to **understand** content taught in English but also to **articulate** their understanding of content in English – A capacity that they typically lack at the beginning of an EMI class.



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The Definition of EMI

*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.” (Macaro, 2018: 35)*



The Definition of EMI

Labelled in a variety of ways:

- content-based learning (CBL): 內容導向語言學習
- content and language integrated learning (CLIL): 兼顧「學科內容」與「語言學習」的雙重學習
- immersion education: 沉浸式教學
- theme-based language teaching (TBL): 主題式語言教學
- bilingual education: 雙語教育



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	CBI	CLIL	Immersion	EMI
學習目標	語言	語言+學科	學科	學科
授課教師	語言老師	語言或學科老師	學科老師	學科老師
課堂內容	主題性題材	配合課綱的主題	課綱學科	學科
評量標準	語言	語言+學科	學科	學科



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Reasons for the Choice of EMI

- To improve the learning of English
- To provide a common language of instruction in countries with multilingual populations
- To promote economic competitiveness through developing an English proficient workforce
- To produce graduates with global literacy skills



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Reasons for the Choice of EMI

- To enable institutions to attract international students
- To raise university rankings
- To increase the prestige of an institution
- To promote the competitiveness of universities
- To facilitate regional and international communication
- To develop students' intercultural communication skill



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Difficulties Encountered by Students

- Teacher accents.
- Peer pressure.
- Unfamiliarity with the use of specialized vocabulary.
- Unfamiliar representations of western culture.



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Challenges Encountered by EMI Teachers

- Students' lack of language proficiency.
- Feeling uncomfortable and less confident.
- The need for both linguistic and pedagogical training.



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The Role of EMI Teachers

- A content specialist.
- To facilitate the understanding of content subjects through English.
- The teacher may not prioritize the kind or quality of English either he or she uses, nor that of the learners.



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Class Types & EMI Courses

- IPSD Class with no local students---

Presentation Skills: Awareness and Practice on Environmental Issues

- IPSD Class with local students ---

Natural and Cultural Heritage Conservation

- Local Class with IPSD students—

Tourism and Hospitality English





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全英教學的迷思

The Myth?

Those who speak excellent English can be a great EMI teacher?



EMI Teaching Strategies

Language

- It is acceptable to “**translanguage**” – mix English with the students’ native language in an all-Mandarin speaking class.
- **Simplify sentences**. Complex words and terms confuse students and distract them from the content of the lecture.
- Emphasize the most important parts of the material being learned.
- If necessary, sentences and terms can be **paraphrased** to make sure the students grasp their meaning.
- Complex concepts, terms and problems can be explained in several ways to let students pick ones they understand.



EMI Teaching Strategies

Delivery

- Break large amounts of information into smaller pieces.
- Perform **regular comprehension checks**.
- Use the **scaffolding** strategy. First, you can explain to the students how a task should be done, then complete it with them; then, divide the class into groups and let them complete it in smaller teams. After that, the task can be done by each student individually.
- Use **visual aids**. Sometimes a presentation isn't enough, in which case you can hand out additional material.
- Let students **ask questions** in the course of the class, don't wait till it's over.
- Personal contact matters, so try to include **interactive tasks** in the program.



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EMI Teacher's Linguistic Needs

- **Subject Specific Vocabulary**
- Academic Vocabulary**
- Basic Personal Conversational Skills**
- Cognitive Academic Language Proficiency**



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Professional Development Goals for EMI Teachers

- To develop awareness of how disciplinary specific content, genres and academic tasks influence the nature of EMI teaching and learning in their discipline.
- To develop effective teaching strategies that integrate content and language learning in EMI instruction.
- To develop an awareness of the use of English in communicating disciplinary content.



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Professional Development Goals for EMI Teachers

- To develop abilities to accommodate their EMI instruction to support the learning of students with differing levels of English proficiency.
- To learn through collaboration and support in a community of practice.



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Thank you for your participation!