

National Chung Hsing University EMI Teaching and Learning Center: 2024 EMI Knowledge and Ability Training-Teachers

Admission Brochure of Summer Course with University of Adelaide

Article 1 Goals

In order to equip teachers in colleges and universities with more diverse skills and practical tools in the teaching field using English as the medium of instruction (EMI) and improve students' learning effectiveness in EMI courses, the EMI Teaching and Learning Center of National Chung Hsing University and The University of Adelaide, Australia cooperates to organize the 2024 English teaching knowledge training for teachers - the University of Adelaide summer series of courses (hereinafter referred to as the course). The course includes three options: "overseas on-site training courses", "Online Training Course" and "Domestic Physical Training Course". Please refer to Article 2 for the plan description. Anyone who completes the course can receive a full English teaching competency certificate.

The course uses practical methods to introduce a series of practical teaching concepts, including the development of professional-specific vocabulary knowledge, the supplement of resource methods, and the construction and support of strategies. It also cultivates necessary classroom language skills and applies them to strategies. The introduction to the course is shown in Appendix 1.

Article 2 Plan Description

1. Overseas on-site training courses:

- (1)Date: July 15, 2024 (Monday) to July 26, 2024 (Friday), a total of 36 hours (18 hours a week).
- (2)Location: University of Adelaide, Australia.
- (3)Number of people: 16 people.
- (4)Teachers who complete the course will receive certificates, evaluations and reports from the University of Adelaide on the last day of the course.

2. Domestic online training courses:

- (1)Date: The course starts on August 5, 2024 (Monday), and lasts about two weeks , totaling 36 hours.
- (2)Number of people: at least 20 people.
- (3)online course activities is shown in Appendix 2.
- (4)It is a mixture of online synchronous and asynchronous courses. Please use Zoom to participate in synchronous courses. You need to interact with other students and

complete activities . In order to make the course run more smoothly, participating teachers are asked to confirm whether the network camera is in good condition, whether the web browser and operating system are the latest version, and whether the network access speed is normal.

- (5)After completing the course, you will receive an evaluation and report, and the electronic version of the certificate issued by the University of Adelaide will be emailed to the participating teachers by the center.

3. **Domestic entity training courses :**

- (1)Date: August 19, 2024 (Monday) to August 30, 2024 (Friday), a total of 36 hours (18 hours a week).
- (2)Location: National Chung Hsing University.
- (3)Number of people: 20 people .
- (4)Teachers who complete the course will receive certificates, evaluations and reports from the University of Adelaide on the last day of the course.

Article 3 Registration and review

1. Registration method: Please fill in the application form
<https://forms.gle/6aQijkoDyDAFc2hN7> before June 7, 2024.
2. Review items and proportions :

Please present the following items <u>in English</u>	Overseas on-site training	Domestic online training and Domestic entity training
(1) Motivation and expectations for participation : Please explain your motivations and expectations for participating in the course. The number of words is about 300 words.	50 %	60%
(2) EMI /ESAP course syllabus : Please attach the course outline, including course objectives, teaching methods, assessment methods, and weekly teaching content	Have opened <ul style="list-style-type: none"> ● Course Objectives (10%) ● Teaching methods(15%) ● Assessment methods (15%) 	Have (want to) open <ul style="list-style-type: none"> ● Course Objectives (10%) ● Teaching methods (15%) ● Assessment methods (15%)
(3) Feedback from students on EMI /ESAP courses: Please provide quantitative and	10%	Bonus points

Please present the following items <u>in English</u>	Overseas on-site training	Domestic online training and Domestic entity training
qualitative feedback from students on the EMI /ESAP courses you offer.		
(4) Others: A. English language proficiency self-assessment: All courses are conducted in English, and participating teachers must have sufficient English proficiency. B. For overseas on-site training, priority will be given to applicants who have taught EMI /ESAP courses. If the number of applicants exceeds the number of applicants, only one will be admitted from each school .		

3. Review and notification: The registration for the course will be reviewed by the project director, project executive director and experts and scholars from the University of Adelaide, and the results will be sent back to the email address of the applicant teacher.

Article 4 Tasks after training in the course

1. Complete the course feedback form (<https://forms.gle/7LUzGaE41DTezHex9>) within one week after the completion of the course.
2. Teachers who have obtained the certificate will be included in the center's EMI teaching consultant talent pool (such as teacher EMI course -related consultation, teaching assistant-related review or selection).
3. If you are a teacher trained abroad, please choose one of the following tasks to complete:
 - (1) Serve as a participant or sharer in various results presentations, lectures, workshops and other activities of the Center.
 - (2) Organize various teacher communities in the center, such as: Intercollegiate Multidisciplinary Peer Observation Communities, and Field Expertise Modular Bilingual Course Teacher Communities.

Article 5 Funding subsidies

1. Tuition for the course: funded by the center.
2. For overseas relocation training courses, accommodation, transportation and other itinerary suggestions will be provided after successful registration. Fees other than tuition fees must be applied by participating teachers to the bilingual education promotion office of each school or related programs.

Article 6 organizer

National Chung Hsing University EMI Teaching and Learning Center, University of Adelaide.

Article 7 Project contact person

NCHU EMI Teaching and Learning Center, Ms. KUO, erinkuo@nchu.edu.tw

Attachment 1

ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) PROGRAM

Course Introduction (provided by the University of Adelaide)

This program focuses on practical methods to develop participant's ability to teach specialized content areas in English. It will support teachers by introducing a range of practical teaching ideas including the development of subject specific vocabulary knowledge, ways to adapt and supplement resources, and scaffolding and support strategies. This program will also develop the necessary classroom language skills to apply the strategies introduced.

Objectives

After completion of this course, participants will have:

- Developed an understanding of learner-centered teaching and learning methodologies
- Developed interactive presentation strategies and a bank of activities that can be used to increase learner engagement
- Considered practical ways to adapt and scaffold materials and resources to engage learners and assist in the teaching and learning process
- Gained an awareness of language across the curriculum
- Explored various digital tools and technologies to support and enhance learning and teaching
- Reflected on the use of L1 and L2 in the bilingual classroom
- Developed language skills needed for high quality classroom management and lesson delivery
- Applied the content of the program to their own discipline and materials, and used this in Teaching Practice with their peers
- Received individualized feedback on their Teaching Practice
- Conducted reflective practice on the strategies and techniques explored

Course Contents

The course consists of 36 hours of structured class time.

- **Learner- centred Teaching and Learning Methodologies**

This component will use pedagogical approaches such as inquiry based, reflective and collaborative frameworks. Participants will explore learner- centred methodologies, exchange and share their own professional experience and goals in order to enhance their awareness of strategies and techniques used to increase learner engagement. will also be a focus on using English as a

medium of instruction and active learning teaching methodologies, including strategies to engage and motivate learners through the structure and staging of lessons, the use of interactive activities, the adaptation of materials and scaffolding of resources. use of technology and digital tools to support and enhance learning and teaching will be discussed and opportunities given to apply these to participants' own contexts and disciplines in large classes.

- **Teaching Practice**

There are scheduled activities throughout the program for participants to connect the content with their own context through peer teaching. These teaching practice opportunities will give participants the opportunity to develop and apply the skills and ideas studied through the program. Short micro-teaching & peer feedback sessions will be scheduled regularly for all participants to immediately practice the skills introduced on the course. Towards the end of the program, participants will plan a sample lesson which they will present to their peers. All participants will be provided with individualized feedback from their teachers , and have the opportunity to receive peer feedback. Participants are requested to bring content and sample reading/listening material from their own subject area to use as part of the program.

- **Online Self-Study Materials**

Participants will complete a portion of each class independently, using materials selected specifically for this program to enhance their understanding of key concepts. In addition to this, participants will work with discussion boards, reflective tasks and teaching practice tasks in and outside of the class environment . This not only allows for effective use of time within the classroom, but also provides a practical experience of 'flipped classroom' learning and reflective practice for participants.

- **Course Materials**

The Course Materials are specifically developed for this program and will provide participants with a resource that is current, up to date and relevant to the needs of the group.

Attachment 2

Sample Learning Activities Summary

EMI	
Module 1	Welcome to the Program & Orientation to the online environment What is EMI?
Module 2	What are the advantages and challenges of EMI for teachers and students? English Language Development – Listening skills (part 1)
Module 3	What does EMI look like in the classroom? English Language Development – Writing skills (part 1)
Module 4	EMI Terminology Material Selection & Adaptation English Language Development – Reading skills (part 1)
Module 5	Designing an EMI Curriculum English Language Development – Communicative ability (part 1)
Module 6	EMI Activity types English Language Development – Speaking skills (part 2)