

I Introduction: EMI 簡介

Unit 1 Bilingual EMI Mindset 觀念思維

Language

1. I hope each of you will actively participate in this class.
2. There will be lots of group discussions and presentations throughout the semester.
3. I do expect you to contribute creative ideas to your group.
4. I really want to know what you think, so let's take turns sharing (ideas).
5. You will be working with your group members and brainstorming ideas.
6. Reading and participating in class discussions are critical to this course.
7. You will learn to become active, critical, and reflective readers.
8. You will be required to work with a partner on different projects.
9. This group project gives you first-hand experience learning about problem-solving.
10. You will be responsible for planning and implementing this team project.

Lecture

Hello, teachers. My name is Wendy Hsueh. It's really my honor to share with you some effective strategies to design EMI programs, and of course I'll also share interesting activity ideas that you can modify and put to use in your own EMI classes.

In our first class today, we'll be discussing the right EMI mindset, and after this unit you will have solid understanding and an overall picture of what EMI programs are all about.

Okay, so first of all, EMI stands for English as a Medium of Instruction. And that means teachers use English as a tool to teach subject matters and give instructions in class.

So, some teachers might feel worried that giving lectures in our first language is one thing, but teaching in English is a totally different story. And they might start thinking: "Well, should I improve my speaking fluency?" or "Should I take some kinds of English proficiency exams before I can teach EMI classes?"

Well, it seems to me that we focus a lot on teachers' English language performance, right? But is that really the case? Of course, teachers' English fluency and intelligibility are important factors that directly influence student understanding, but besides the language itself, there must be some other elements that contribute to the success of EMI programs, right? So what are these elements then?

Before we talk about some possible answers, I want to share with you a short story, and you can also reflect upon your own situations, okay? This story is from a CLIL book written by Ball, Kelly, and Clegg in 2015.

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.

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Now, I invite you teachers to think about the following three questions:

1. Why does the teacher trainer reply that way? He said: “When you start your bilingual teaching sessions, just stand in front of the class and don’t talk too much.”
2. Do you agree with the teacher trainer’s viewpoint?
3. What should the history teacher do next?

Okay, first, why does the teacher trainer say that a teacher should not talk too much in the class? Well, to answer this question, we might need to transform our traditional mindset a bit. We usually think that a teacher should be the one to tell students what to do in the class, and students should just sit there and listen or even pretend that they are listening, right?

Now, the new EMI mindset should be like this: A teacher’s role is more like a facilitator, but not the center of the class. Instead, students should be the center of the class, and they should be given plenty of chances to talk, discuss, and exchange ideas with their peers, rather than simply listen to the lecture. Here when I say “students should be allowed to talk and discuss in the class”, I mean “discuss subject-related topics”, of course.

So I agree with the teacher trainer’s viewpoint, since I always do the same in my classes as well. I mention the key points my students need to know first, and give them sufficient time to communicate and work on tasks together.

Then, what should the history teacher do next? Well, a teacher’s responsibility is not only giving lectures. What a teacher should really do is design meaningful discussion questions, design teaching and learning activities, and create a student-centered environment for students to do hands-on practices.

Okay, do you remember the question we mentioned previously? Are there other elements that contribute to the success of EMI programs? Yes, indeed. Besides teachers’ language

proficiency, clear learning objectives, meaningful discussion questions, and various classroom activities can impact students' learning achievements very much.

Therefore, in your EMI classes, don't simply cram students with information and give them right answers to test questions. What we should do is to set reasonable learning objectives, and design practical teaching and learning activities to help our students achieve those learning goals.

The purpose of doing this is to turn students from passive thinkers to active thinkers. That's the new EMI mindset that teachers should build first. Do you agree?

我們今天討論到準備與進行 EMI 課程之前所應該先調整的觀念、思維與心態。

也就是說教師應將傳統“以老師為主導”(teacher-centered teaching) 的教學現場轉變為“以學生為中心”(student-centered teaching) 的教學方式。

準備 EMI 課程並不是要老師自己趕緊練習英文，而是應該創造出英文環境，設計與課程直接相關的活動，以帶動學生有“實際使用英文”討論與交換意見的練習機會。

因此，進行 EMI 課程其實意味著“教學現場的改變”，從傳統教師講課為主的課程，改變為讓學生探索實作的環境。不知老師們是否準備好要做這樣的改變了呢？！

在接下來的影片中，我會分享各種可以“改變教學現場”的課程設計活動給老師們參考。那我們就下次見囉！