

I Introduction: EMI 簡介

Unit 2 Design a “hook activity” 開場活動設計

Language

1. Hello, everybody. Good morning. / Good afternoon.
2. Are you guys feeling good today?
3. I hope you're having a wonderful day so far.
4. I'm really pleased to meet you all for this Writing 101 class.
5. I'm looking forward to working closely with you.
6. I'd like to welcome all of you to this Programming 201 course.
7. Our lessons start at 10 sharp every Wednesday and Friday.
8. We'll meet twice a week.
9. I'm sure you'll find that learning about Machine Learning is very interesting.
10. Are you all ready to start the lesson? Okay, let's do it. / Let's go. / Let's start with a warmup activity.

Lecture

Hello, teachers. Welcome back to our online EMI sessions. In today's class, I'd like to start with a review of some important concepts when conducting EMI classes.

First of all, instead of giving lectures and asking students to simply listen, teachers should create a stress-free learning environment for students to raise questions, explore knowledge, and exchange ideas with others.

We should help students develop communication skills in EMI education.

They need to express their thoughts and feelings and interpret facts and information in both oral and written forms. For example, you may ask students to make a presentation or write a short report based on their findings of a reading passage or after watching a short film.

In addition, interaction must be part of learning in all contexts. Teachers can raise interesting and meaningful discussion questions for students to talk about. This way, they have a chance to sharpen their communication skills for real and practical purposes.

Well, all these things mean that EMI teachers should create as many opportunities as possible to increase Student-Talking-Time (STT), and thus reduce Teacher-Talking-Time (TTT).

Okay, now, let me summarize some key points in this comparison table for you. Traditionally, teachers take care of everything in the class, including introducing ideas, cramming students with new knowledge, giving them lots of information, and asking them to take several exams.

But now, please shift your focus to the right-hand side. In EMI settings, teachers don't provide information and give answers, but rather, students should be the ones to decide what they are interested in and what and how they really want to learn, by asking lots of questions, collecting information by themselves, and eventually they should be able to reflect upon their own learning process and outcomes.

	Traditional (Teachers do)	EMI (Students do)
Engage	☐ I tell you... ☐ I show you...	☐ Students reflect ☐ Students question
Explore	☐ I give them... ☐ I demonstrate... ☐ You listen to me...	☐ Students unpack problems ☐ Students develop models ☐ Students gather data
Explain	☐ I explain to you... ☐ I will give you more handouts	☐ How will you define...? ☐ How can you solve... problem? ☐ What evidence... to support this claim?
Elaborate	☐ I give you examples... ☐ I introduce more ideas... ☐ Just watch me do this...	☐ Concept-Self connections ☐ Concept-Concept connections ☐ Concept-World connections
Evaluate	☐ Take vocab / grammar exams ☐ Keep test papers to grade	☐ Reflective on investigative process ☐ Reflection hypothesis

I want to especially emphasize the importance of this “student-centered learning” concept once again, because not only should EMI teachers know this, but I also encourage you to inform your students in the first class that THEY should be the ones to make their learning process more meaningful and productive.

For example, you can tell your students beforehand that they will be required to not only do individual work, but also to participate in group discussions and presentations throughout the course. You can encourage them to generate creative ideas, share thoughts with each other, and learn from different perspectives.

This way, students will also change their mindset too, in order to cooperate well with the teacher in all EMI classes.

Okay, so how can teachers create such a meaningful EMI learning environment in the first class? Well, why don't we start with a “hook activity”? Just like the name implies, a “hook activity” is like a “hook” to attract the students' attention and make a “connection” between the activity itself and the concepts that you're going to teach.

In the very first class, you don't want to just jump right into the course and talk about some theories, do you? But you may want your students to think about some simple questions or do something that can help warm up their mind and brain. So, you need to design a “hook activity” to make them feel interested in the topics or concepts that you want them to learn.

Let me give you a couple of examples. Before introducing a theory of Artificial Intelligence, for example, a teacher might ask the students to first watch a video about how robots can

influence people's future, and then divide students into small groups to share ideas with their group members. After the students obtain basic ideas about the subject, you can then go ahead and introduce the topics of the lesson.

Another example is that before a philosophy professor starts her first lesson, she might ask students to think and answer some simple questions, such as: "What keywords do you associate with happiness?" Or "List three goals that you want to achieve before you're 40." As you can see, these questions are pretty much relevant to the subject matter and close to the students' life and experience. To answer these questions, they can just come up with simple keywords or list something in bullet points. Therefore, this is a good way to engage students and make them think before learning theories.

No matter what "hook activities" you'd like to design, the key point is that students should be given sufficient time to think, communicate with others, and acquire new insights from group sharing.

And please bear in mind that the purpose of classroom activity planning is to create an environment for students to actually use the English language to express ideas, interact with peers, and present their findings. This way, students will find "using English to communicate" is more interesting and meaningful than "memorizing grammar rules" or "taking exams".

Okay, now. It's time for you to think about what kinds of activities you can design to engage your students in the first class. What kinds of warm-up or hook activities will young students find more interesting and want to participate in?

Remember, whatever you do in the class, please make sure that you've allowed plenty of time for students to think, talk, and share ideas in English.

我們今天先針對 EMI 課程精神做個複習。使用英語授課的目的，不是為了“讓老師用英文授課”這樣簡單，而是為了打造出“讓學生可以一邊學新知，一邊應用英語討論”的學習環境。因此，除了教師自己應有這樣的心態之外，更要教育同學，參與 EMI 課程不是坐著聽講等答案就好，反而是要開口講英文，積極地貢獻意見、參與討論、團隊合作等。也只有同學的心態也隨之調整，與教師配合，才能讓 EMI 課程成果加乘放大。

那麼教師的責任之一，除了不斷精進自己的英文講授能力之外，更重要的是要會設計課堂活動讓學生參與討論。所設計的課堂活動也不僅是有趣好玩就好，而是要有目的性且深具學習意義的。比方說：教“統計學”的老師，在直接進入講解“機率”概念之前，可以先帶個“猜數字”的遊戲，讓學生對數字產生反應，再從遊戲中逐漸地帶入專業概念，這樣會比較容易吸收新知。

也因此，我們今日就先將焦點放在您的首堂 EMI 課程上。第一堂課總會帶些暖身活動，那麼，在您所教授的專業領域內，可以讓同學做哪裡活動以便更進入狀況呢？請老師們就您本身的教學科目，設計一個暖身活動，以便日後 EMI 課程也可派上用場。