



EMI
PD Center



EMI
PD Center

English as a **M**edium of **I**nstruction

Languaging & Pedagogies

Wenli Tsou (鄒文莉)

National Cheng Kung University



大學雙語教師專業發展中心

Center for Higher Education EMI Professional Development



Since 2022/01/01



Location

Founded : 2022/01/01

Address : 國立成功大學光復校區 修齊大樓2F

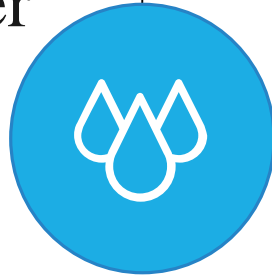
No.1, University Road, Tainan City 701, Taiwan (R.O.C.)



Goals

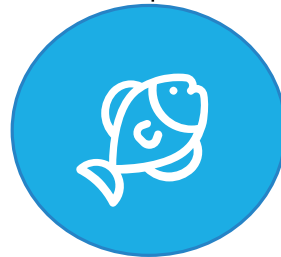
Community

04 Bilingual teacher community



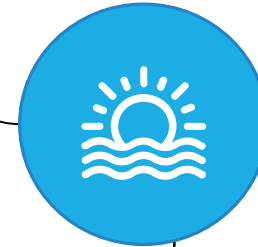
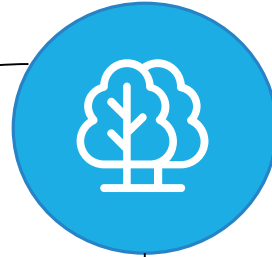
Share

03 Sharing platform



Develop

- 01
- Blended EMI PD program
 - Online EMI Counseling
 - DLE Descriptors



Empower

02 EMI Certificates

A Glocalized Design & Practice

- ◆ Any educational framework must evolve from local needs with a vision of growing globally.
- ◆ Through the concept of glocalization, the EMI PD program integrates national language policies, related academic theories and local needs.
- ◆ The main features are glocalized, sustainable and systemic PD development.

Glocalized pedagogy

- Adapting existing pedagogies to local learning and linguistic environments to better address learners' needs, something that EMI researchers are calling.
- By implementing glocalized teaching practices, EMI teachers are empowered to use culturally and linguistically marked strategies to better prepare learners to interact successfully in the world.

Bilingual 2030

Local Talents w/ Global Competence



- **Taiwan** as a major trading nation and its role in the global supply chain
- **Next generations**
bilingual/ plurilingual capabilities + professional expertise

Bilingual 2030

Building on our advantage as a Mandarin-speaking nation, and on top of professional knowledge, this policy is expected that Taiwan's next generation will be equipped with better **international competitiveness** by adding **bilingual capabilities** on to their professional expertise.

政府期盼基於臺灣

已掌握**華語**使用的優勢，透過政策的長期推動，用**雙語力**加值專業力，強化臺灣年輕世代的**全球競合力**(Global competency)，讓下一代有能力獲得更好的就業機會與薪資所得。

Global competency



**Professional
English ability
(ESP)**

**Professional
Knowledge
in English
(EMI)**

**Intercultural
communication
(ELF)**

Different aspects of English usage

ENL

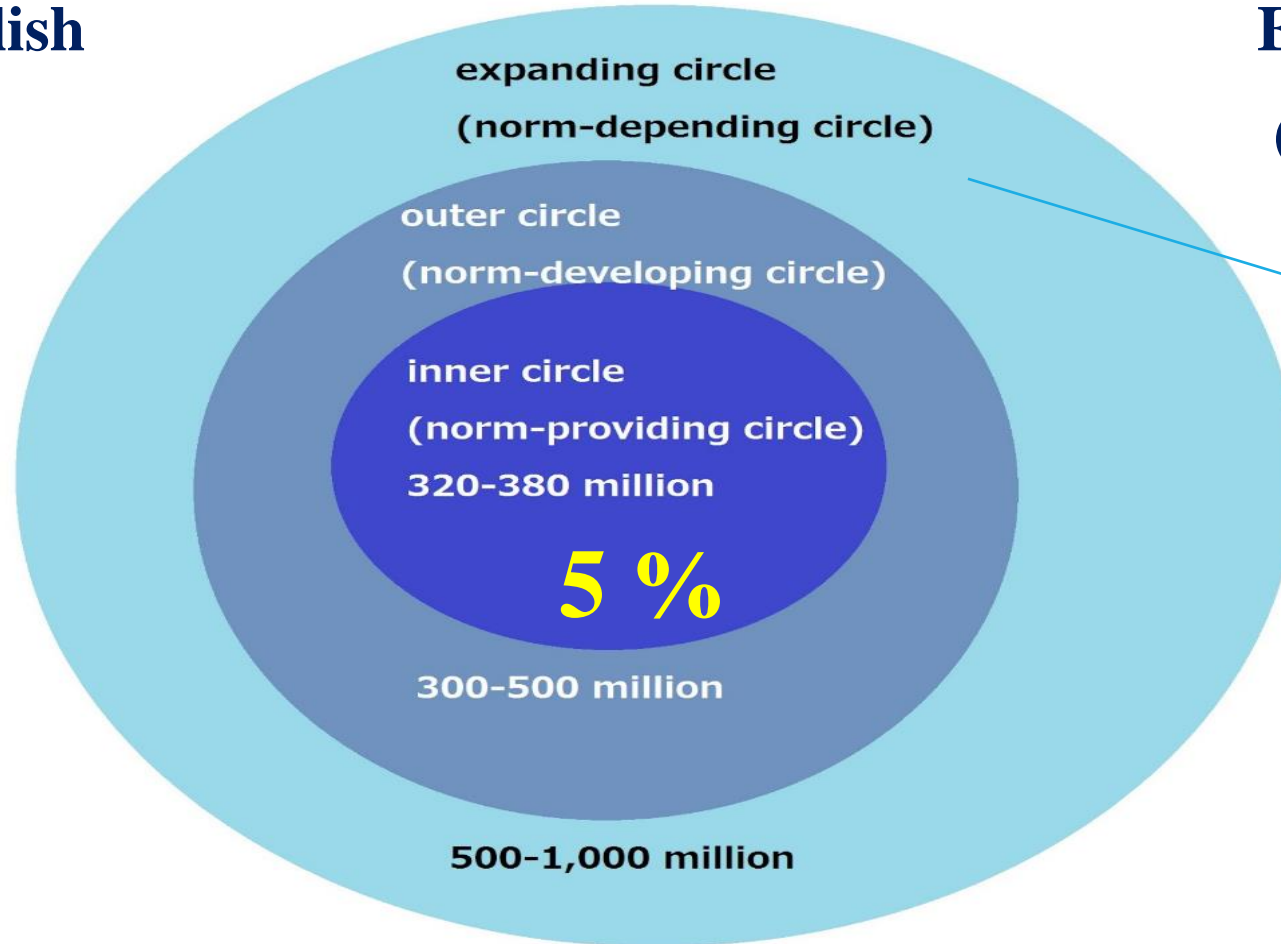
Globalization

Glocalization

ELF

**Standardized English
(Native like)**

**English as a Lingua Franca
(Englishes)**

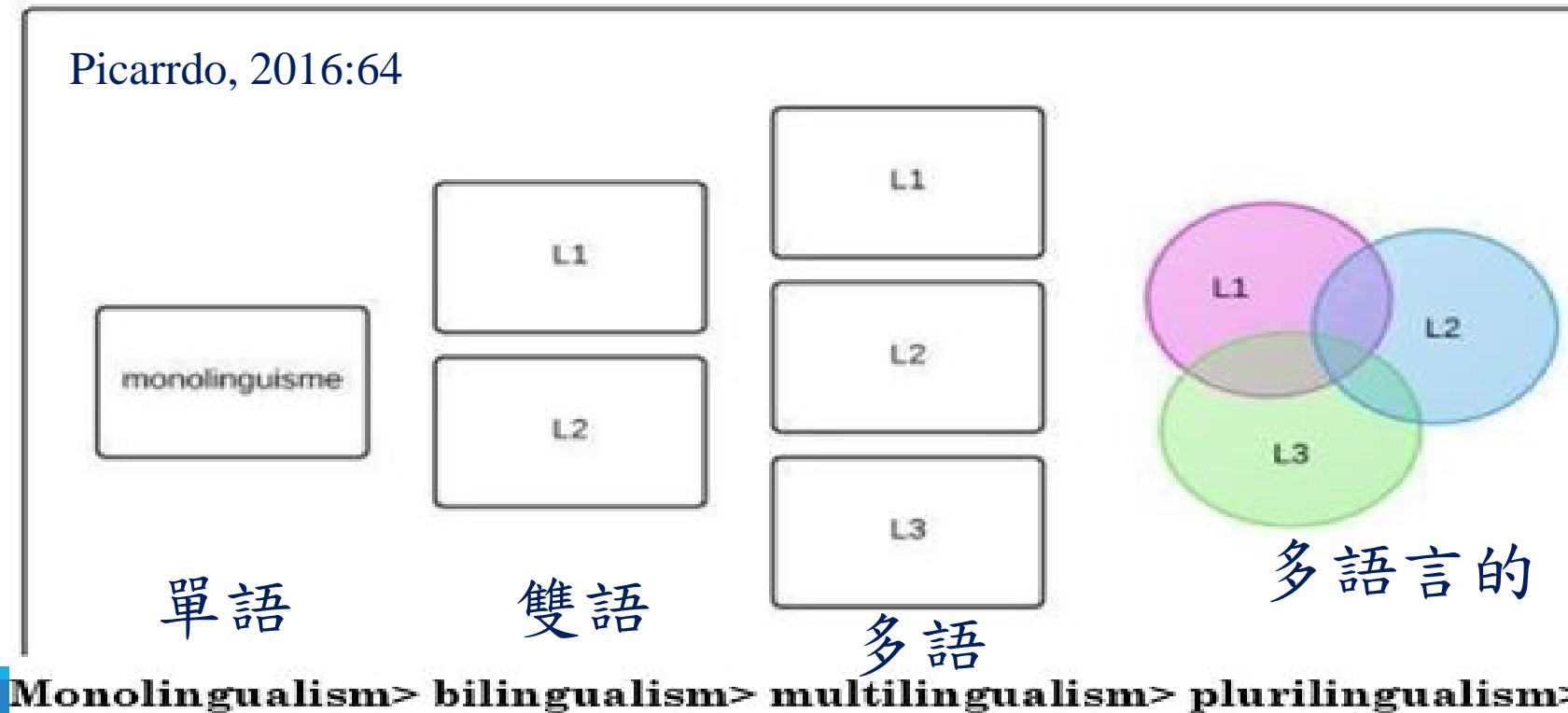


Implementation of Plurilingual Pedagogy in Taiwan

Multilingual (多語的/多重母語者): the coexisting knowledge of different languages

Bilingual (雙語的/雙母語者): a special case of multilingual

Plurilingual (多語言的/多種語言使用者): the interconnected knowledge of multiple languages



Key definition for plurilingual pedagogy

- ✓ apply all of our linguistic and cultural experiences in an interactive way

多語言學習者強調發展有效的溝通技巧，以互動的方式運用我們所擁有的所有語言和文化經驗。

- ✓ the minimum functional level needed to complete a task

多語言學習者的理解是透過執行任務所需每種相關語言的最低功能水平。



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Language is a tool in bilingual teaching

In bilingual teaching, language is necessary for understanding, communicating as well as mediating and structuring knowledge. (Halbach, 2018)

If language is a learning tool and a communicating tool, then we have to reconceptualize our classroom practices ... to enable “ discourse-rich environments. (Genesee, 1994)

Language is a tool in bilingual teaching

New knowledge and new directions are forged through dialogue. The dialogue...is not principally concerned with narrative, exposition, argument, and persuasion (traditional rhetoric) but with solving problems and developing new ideas (Bereiter & Scardamalia, 2005).

e.g. Using disciplinary English

Disciplinary literacy in English (DLE 領域英語)

Moe (2008:99) disciplinary literacy is “a matter of learning the different knowledge and ways of knowing, doing, believing and communicating that are privileged to [subject] areas”

Fang (2012:20) “Being literate in a discipline means both deep knowledge of disciplinary content and keen understanding of disciplinary ways of making meaning”.



The success of EMI lies in the learning and usage of DLE.

Different aspects of English usage

通用英語 (English as a lingua franca, ELF)

- ✓ 一般英語 (English for General purpose, EGP)
- ✓ 專業英語 (English for Specific Purposes, ESP)
 - 學術英語 (English for Academic Purposes, EAP)
 - 職場英語 (English for Occupational Purposes, EOP)
- ✓ 領域英語 (Disciplinary Literacy in English, DLE)

English + Cognition (study skills of disciplines)

EAP??

EGP??

DLE?

English proficiency test 英檢??

English for reading,
reasoning, writing,
thinking, speaking, &
participating in specific
content areas.

EMI in higher education in Taiwan

專業英語(ESP)課程 Support 英語授課 (EMI)




The percentage of English use lies in the frequency of translanguaging

沒有英語比例的問題，只有跨語言溝通策略(translanguaging)的使用頻率

Building global competency through

Adding bilingual capabilities on to professional expertise 雙語力加值專業力

Bilingual 雙語	vs. English only 全英語
Intelligibility 辨識度	vs. Nativelike 標準地道正確
DLE 領域英語	vs. English proficiency test 一般英語檢測



The success of EMI lies in the learning and usage of DLE.

The effectiveness of EMI is on lecture intelligibility and comprehensibility.

 重點不在於英語使用比例，而在於語言辨識度及教學理解度。

PD Center

Glocalized

Higher education

Systematic

Sustainable

K-12

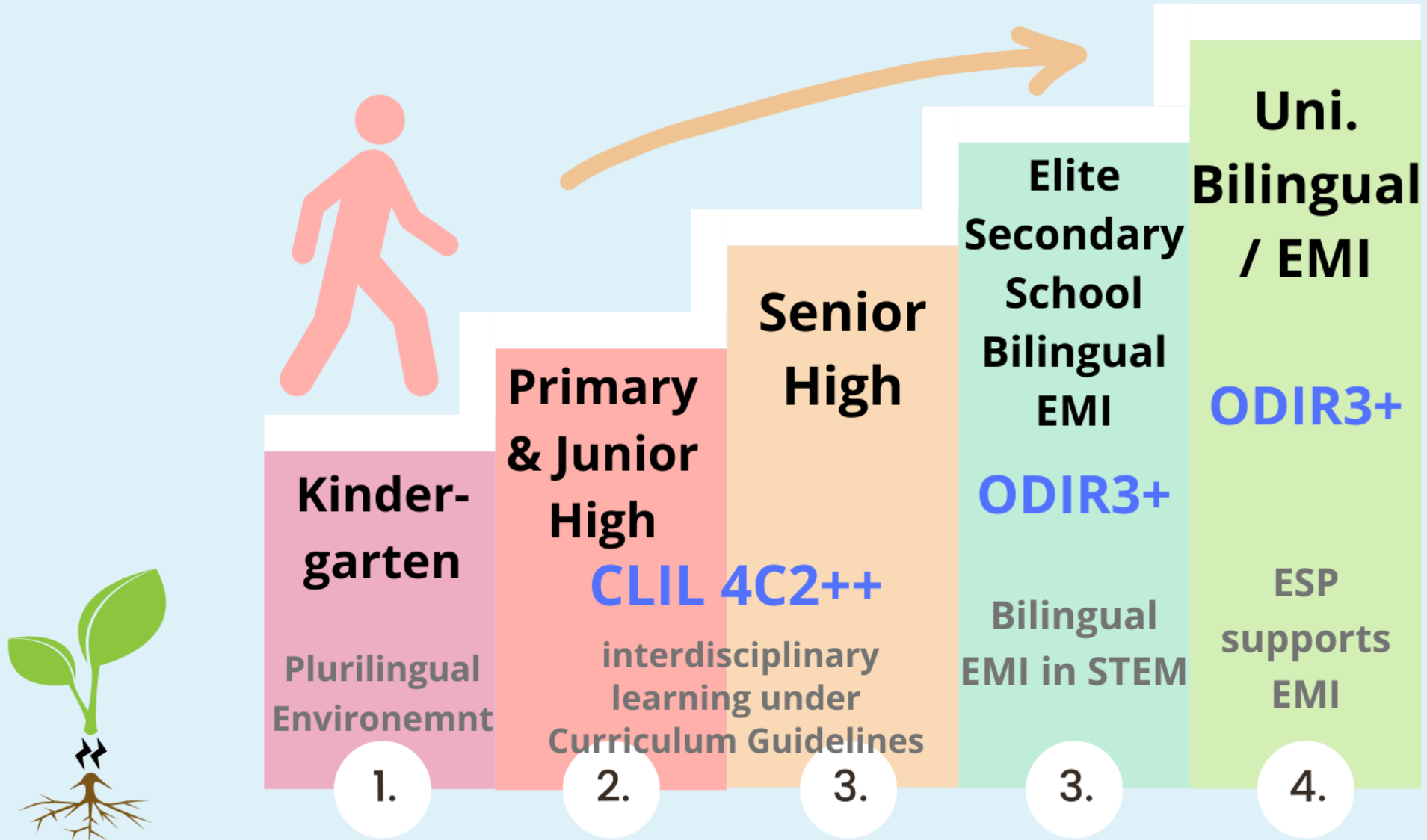
Bilingual PD in Taiwan



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Glocalized Bilingual Education in Taiwan



Bilingual Education in Taiwan: A glocalized design & practice

University ESP support EMI: English-only EMI + Bilingual EMI (ODIR 3+)
Translanguaging

Elite High School Bilingual Program: Bilingual EMI (ODIR 3+)

Compulsory Education (primary and secondary): Glocalized CLIL with National Curriculum guideline (4C 2++)

Glocalized

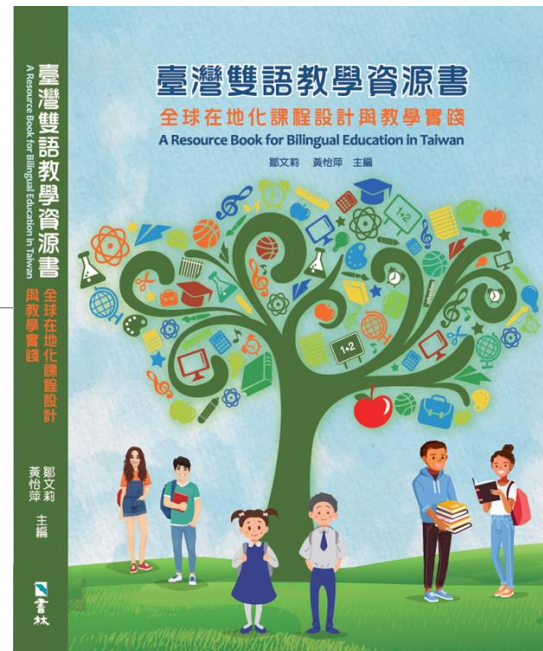
Systematic

The glocalized design and practice in Taiwan

➤ 4C2++ for compulsory education

A Resource Book for Bilingual Education in Taiwan:

A glocalized design and practice



➤ ODIR 3+ for higher education

A Resource Book for University EMI in Taiwan:

A Glocalized Design & Practice



Coming soon...

臺灣高教英語授課教學資源書
全球在地化課程設計與教學實踐
A Resource Book for University EMI in Taiwan
A Glocalized Design & Practice

鄧文莉 高郁婷 蘇律君 主編

2020 NCKU Bilingual 4C 2++ Program



3 Modules 108 hours

M1 Pedagogical Content Knowledge

M2 International Scholars Lectures

M3 Implementation & Feedback



4C 2++

臺灣雙語教育 4C2++ 課程規劃架構

108 課綱四大原則



CLIL的4C原則

有效的2++ 雙語教學策略

臺灣全球在地化國教 CLIL 4C2++ 課程架構 (國教)

CLIL 4C 原則

Content 學科內容

Communication 溝通

Cognition (study/thinking skills) 認知能力

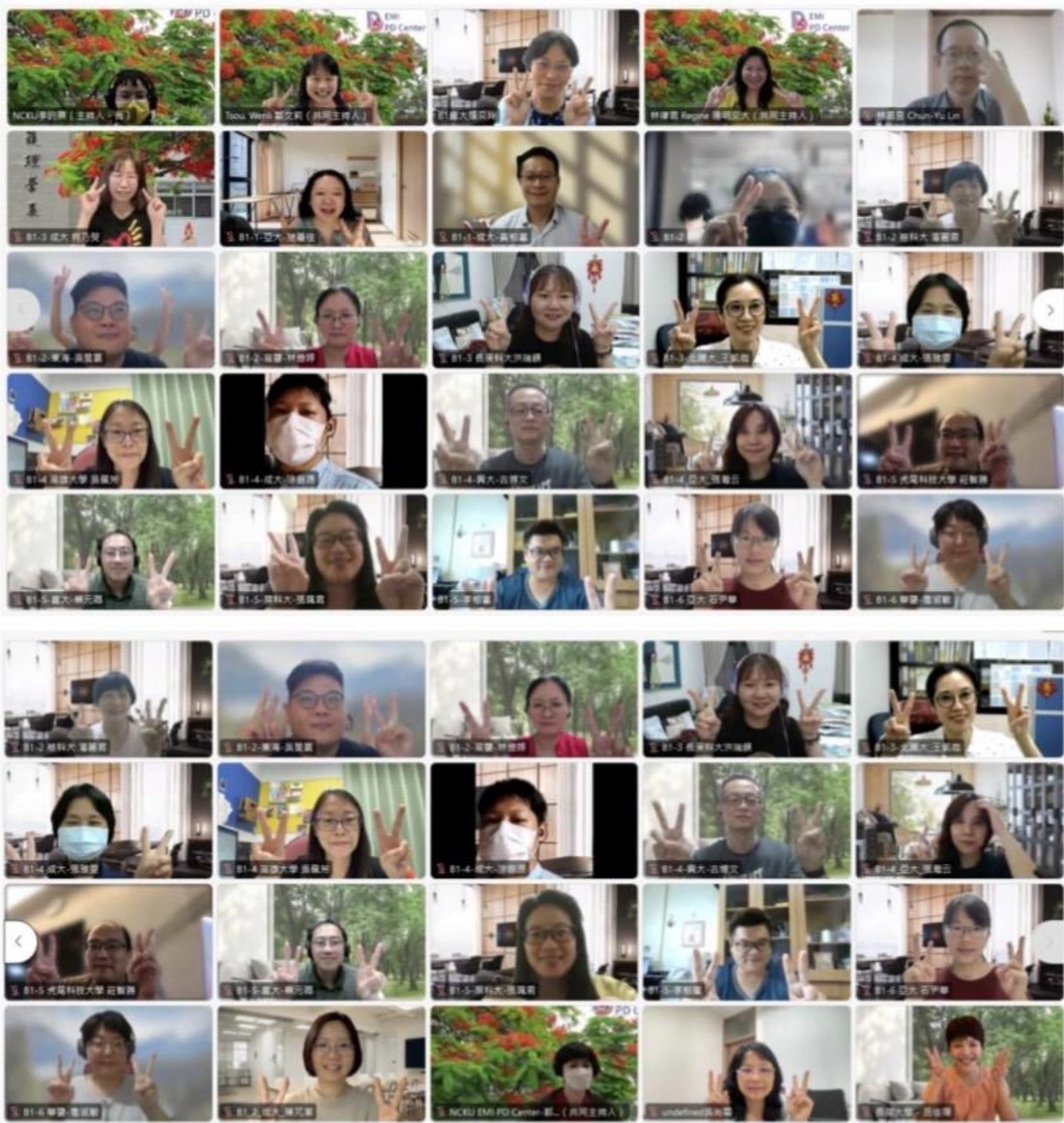
Culture/community/citizen 學習遷移/情境脈絡

2++ 有效教學策略

+translanguaging 跨語言溝通策略

+Multimodal Scaffolds 多模態鷹架

CLIL教師有學科內容+領域英語的雙重教學目標及身份。

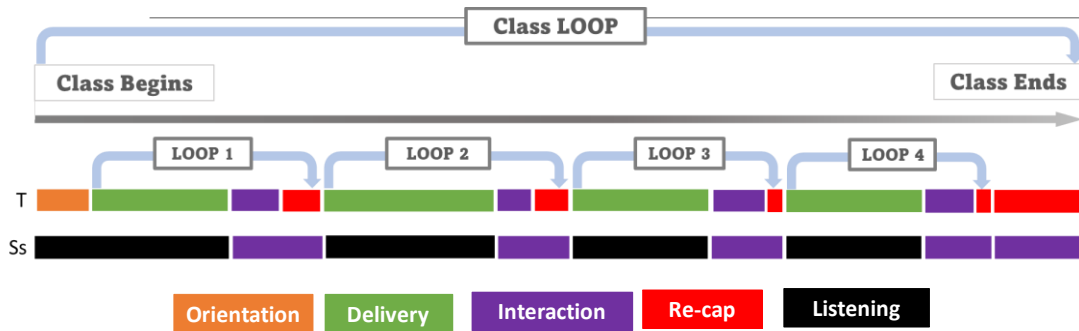


ODIR 3+

1. 大生醫
Biomedical & Agricultural
2. 大理工
Science and Engineering
3. 大人文
Arts & Humanities
4. 大社科商管
Social Science & management

ODIR 3+

ODIR



3+ (3R, 3A, 3E)

3 Effective strategies (ATM): AI support 支援

Translanguaging 跨語言溝通策略
Multimodality 多模態教學，

3 Aspects of English: EGP, DLE, ESP

3R: 重訪 (Revisit) , 檢視 (Review) , 改造 (Redesign) 課程

EMI教師為
學科教師，以
intelligible、
comprehensible
為教學目標。

ODIR 3+

主題	內容 (30時線上課程+6時教學實例分析)
語言行為 (Languaging) Intelligibility	辨識度 intelligibility
	授課語言 instructional language
	互動語言 interactional language
	標示語言 signposting language
教學方法 (Pedagogies) Comprehensibility	反向課程設計 & ODIR 流程 Backward course design & ODIR procedure
	AI support A
	跨語言溝通策略 Translanguaging T
	多模態教學資源 Multimodality M



AI support for sustainable PD development

數位資源與支援 AI-Powered PD Resources & Support ODIR 3+

陽明交大英教所 林律君 NYCU Regine Lin

- 同步線上視訊 Webex
- 課程系統平台 Google Classroom
- 課程互動工具:
 - Padlet: 小組協作、個人學習紀錄反思、課程資料、任務成果
 - Jamboard: 小組協作、問答互動
 - Slido: 課程暖場、總結
 - EdPuzzle 影片互動問答摘記
- 提升EMI辨識度及理解的 AI工具

When PD is **glocalized**, **systematic**, and **sustainable**, before & after comparisons indicate **positive**, **oriented**, and **research-informed** perceptions.



Sustainable Bilingual PD in Taiwan

- ✓ Professional Community
- ✓ Teaching resources
- ✓ AI support

Glocalized

Systematic

Sustainable

Goals

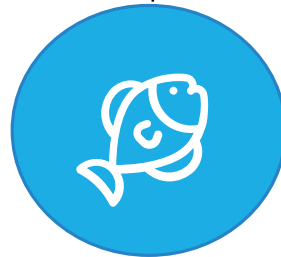
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teacher community



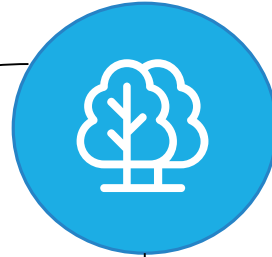
Share

03 Sharing platform



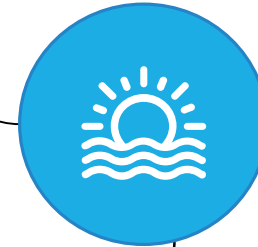
Develop

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Empower

02 EMI Certificates



Bilingual resources sharing platform

雙語資源共享平台



✓ EMI resources

2021

Wenli Tsou
Will Baker *Editors*

English-Medium Instruction Translanguaging Practices in Asia

Theories, Frameworks and
Implementation in Higher Education

 Springer

Language Education

Tsou · Shin-Mei Kao *Editors*

English as a Medium of Instruction in Higher Education
Implementations and Classroom Practices in Taiwan

This book presents the multiple facets of English as a Medium of Instruction (EMI) in higher education across various academic disciplines, an area that is expected to grow rapidly in response to the competitive global higher education market. The studies included were conducted in various EMI classrooms, with data collected from observing and documenting the teaching activities, and from interviewing or surveying participants. Through data analysis and synthesis, cases across disciplines – from engineering, science, technology, business, social science, medical science, design and tourism and leisure service sectors – are used to illustrate the various EMI curriculum designs and classroom practices. Although the cases described are limited to these institutions, the book bridges the gap between planning and executing EMI programs across academic domains for policy makers, administrators, content teachers, and teacher trainers throughout Asia.



Tsou · Kao *Eds.*

English Language Education

2017

Wenli Tsou
Shin-Mei Kao
Editors



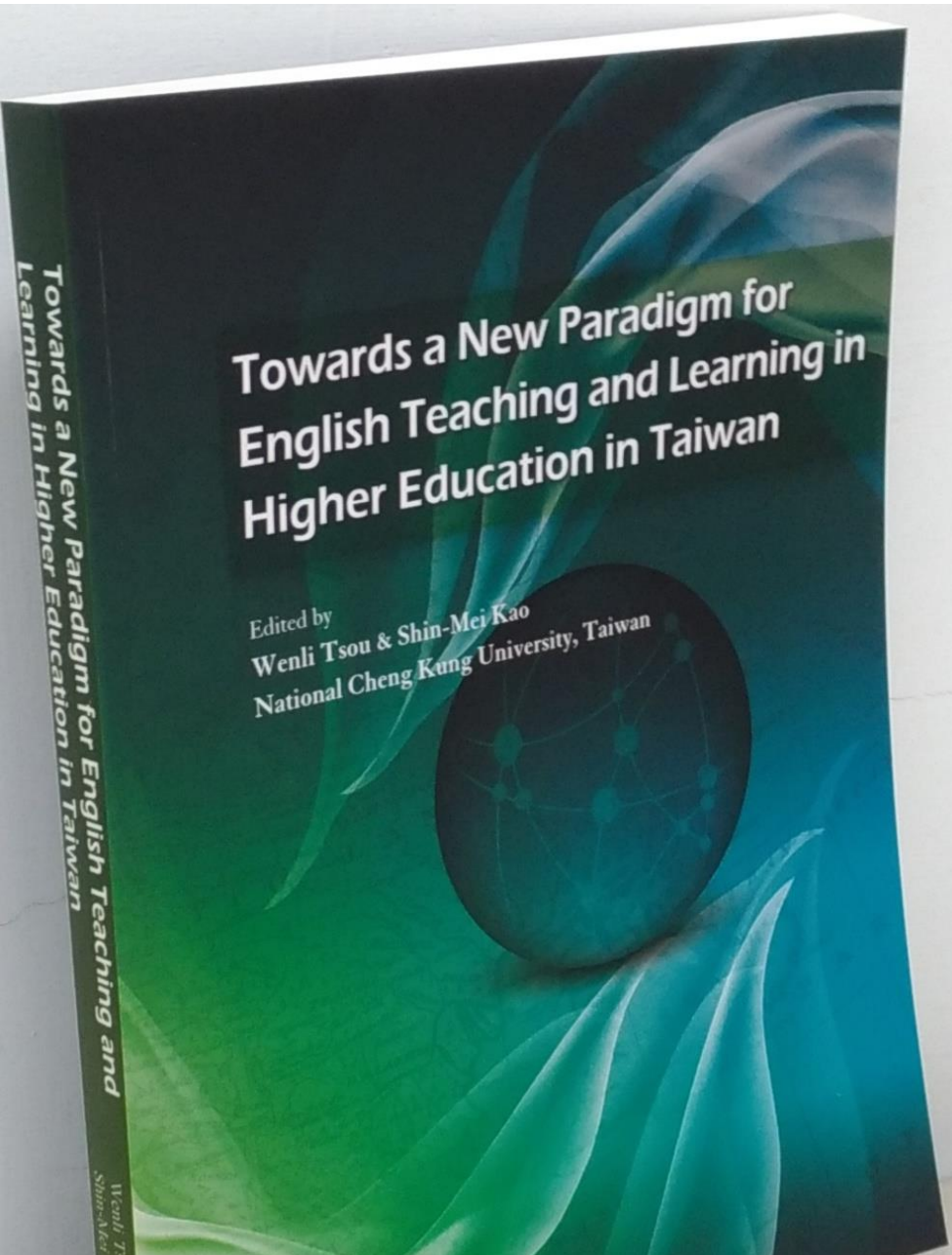
English as a Medium of Instruction in Higher Education

English as a Medium of Instruction in Higher Education

Implementations and Classroom
Practices in Taiwan

 Springer

✓ ESP teaching resources



Resources for ESP is a comprehensive resource book providing innovative and diverse examples of practice from the viewpoint of practitioners. Included are contributions by experts who have reflected and written on various aspects of ESP. The book is about the initial and continuing education of ESP teachers and thus can be a useful handbook for pre- and in-service teachers. Practitioners will find practical guidelines and suggestions for working with learners in higher education or other educational settings.

Resources for ESP:

- discusses theory and practice in every chapter, showing how theories influence classroom practice;
- includes contributions from both ESP researchers and practitioners;
- addresses common problems in ESP classrooms and offers solutions based on practitioners' experiences;
- provides practical guidelines and case studies on course design;
- shows ways that ESP teachers and subject experts can collaborate with one another;
- offers innovative ideas on ESP assessment; and
- illustrates pedagogical practice in real teaching experience.

Wenli Tsou is a Full Professor in the Department of Foreign Languages & Education, National Cheng Kung University, Taiwan. She received her PhD in Second Language Education from the State University of New York at Stony Brook, US. She is the project leader of the National Cheng Kung University ESP program and she has published more than 50 journal articles and book chapters. Her research interests include teacher training, ESP, English as a Lingua Franca, and English literacy.

Shin-Mei Kao is an Associate Professor in the Department of Foreign Languages & Education, National Cheng Kung University, Taiwan. She received her PhD in Second Language Education from the Ohio State University, US. She is currently the coordinator of the English Eagle Project, a pioneer ESP program for students at her university as part of the Top University Project sponsored by the Ministry of Education, Taiwan, ROC. Her research interests include classroom analysis, teacher-student interaction, ESP assessment, and teacher professionalism.



Resources for Teaching English for Specific Purposes

Wenli Tsou
Shin-Mei Kao



Resources for Teaching English for Specific Purposes

Edited by
Wenli Tsou & Shin-Mei Kao
National Cheng Kung University, Taiwan



✓ NCKU ESAP textbooks



臺灣高教英語授課教學資源書

全球在地化課程設計與教學實踐

A Resource Book for University EMI in Taiwan
A Globalized Design & Practice



鄒文莉 高郁婷 林律君 主編

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初版預計

10月免費提供下載

大學雙語教師專業發展中心



EMI PD Center

粉絲專頁誕生啦!

#大學雙語教師專業發展中心

#@EMIPDCenter

大學雙語教師專業發展中心致力於協助大學雙語教師能進行以專業英語(ESP)支援專業領域英語授課(EMI)，並了解跨語言溝通策略的使用時機及方法，規劃並實踐有效授課語言及以學生為中心的英語學科語言教學設計。



大學雙語教師專業發展中心

Center for Higher Education EMI Professional Development

Edit



大學雙語教師專業發展中心 EMI PD Center

@EMIPDCenter - Education website

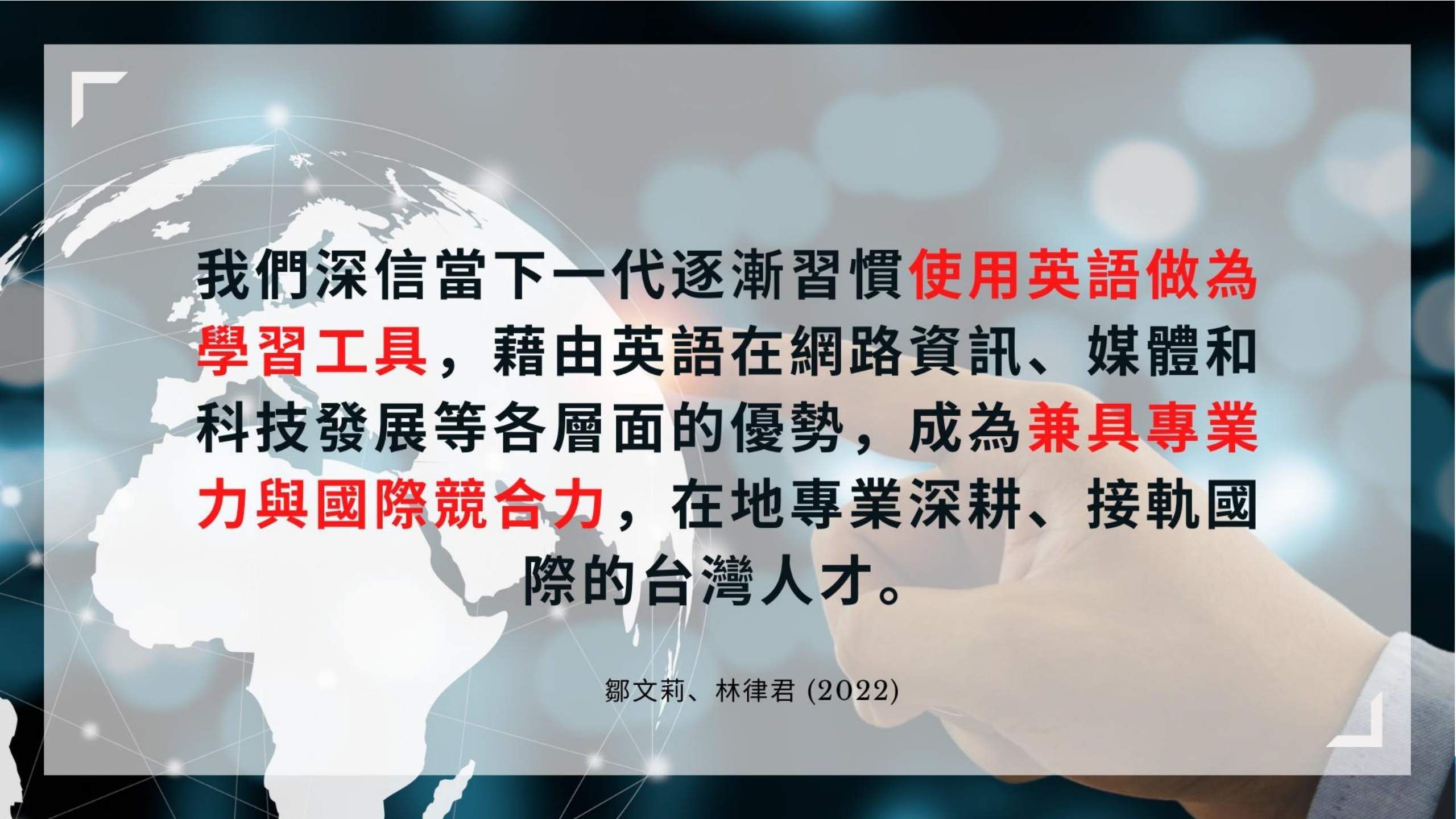
FB粉絲專頁





臺灣推動雙語教育需要由國教到高教提出具「全球在地化」思維、務實有效的雙語教育定義、「系統性」的雙語教育架構，輔以「永續自主」的雙語師資培育及教師專業發展規劃，幫助我們的下一代具備能把世界帶進來，也把臺灣帶出去的「國際競合力」。

鄒文莉、林律君 (2022)

A hand holding a smartphone is shown in the foreground, with a world map and network lines in the background. The text is overlaid on the map.

我們深信當下一代逐漸習慣**使用英語做為學習工具**，藉由英語在網路資訊、媒體和科技發展等各層面的優勢，成為**兼具專業力與國際競合力**，在地專業深耕、接軌國際的台灣人才。

鄒文莉、林律君 (2022)

You are not alone.

We are in this together !

wtsou@ncku.edu.tw

