國立中興大學 EMI 教學資源中心：

2024 年教師全英語教學知能培訓-

阿得雷德大學（University of Adelaide）暑期系列課程簡章

一、目標

為了讓大專校院教師在以英語作為教學媒介 （EMI） 的教學現場具備更多元之技巧與實務工具，提升學生在 EMI 課程的學習成效，國立中興大學 EMI 教學資源中心與澳洲阿得雷德大學（University of Adelaide）合作辦理 2024 年教師全英語教學知能培訓-阿得雷德大學（University of Adelaide）暑期系列課程（以下簡稱本課程），本課程包含「國外移地培訓課程」、「國內線上培訓課程」及「國內實體培訓課程」三種方案，方案說明請參閱第二點，完成課程皆可領取全英語教學知能證書。

本課程運用實務方法，介紹一系列實務之教學理念，包括專業特定詞彙知識的發展、資源方法的補充，以及策略的搭建和支持等，另培養必要的教室用語技能並應用於策略中。其本課程簡介如附件 1。

二、方案說明

(一) 國外移地培訓課程：

1. 日期：113 年 7 月 15 日（一）至 113 年 7 月 26 日（五），共 36 小時（一週 18 小時）。
2. 地點：澳洲阿得雷德大學。
3. 人數：16 人。
4. 完成課程之教師將於課程最後一天收到阿得雷德大學頒發之證書、評估及報告。

(二) 國內線上培訓課程：

1. 日期：113 年 8 月 5 日（一）課程開始，約執行兩週，共 36 小時。
2. 人數：至少 20 人。
3. 線上課程活動摘要如附件 2。
4. 採線上同步及非同步混成，同步課程請使用 Zoom 參加，需與其他同學互動並完成活動。為讓課程能更順利進行，請參與教師確認網路攝影機狀況、網頁瀏覽器和作業系統是否為最新版本、網路存取速度是否正常。
5. 課程完成後將收到評估及報告，阿得雷德大學頒發之證書電子版將由本中心發送電子郵件給參與教師。

(三) 國內實體培訓課程：

1. 日期：113 年 8 月 19 日（一）至 113 年 8 月 30 日（五），共 36 小時（一週 18 小時）。
2. 地點：國立中興大學。

3. 人數：20 人。

4. 完成課程之教師將於課程最後一天收到阿得雷德大學頒發之證書、評估及報告。

三、報名及審查

(一)報名方式：請於 113 年 6 月 7 日（五）前填妥申請表 https://forms.gle/6aQijkoDyDAFc2hN7。

(二)審查項目及佔比：

以下項目請以**英文呈現**	國外移地培訓	國內線上培訓及國內實體培訓
1. **參與動機與期望**：請說明參與本課程之動機與期望，字數約 300 字	50%	60%
2. **EMI / ESAP 課程之大綱**：請檢附課程大綱，含課程目標、教學方法、評量方法、每週授課內容	**曾開設** 課程目標(10%) 教學方法(15%) 評量方法(15%)	**曾（欲）開設** 課程目標(10%) 教學方法(15%) 評量方法(15%)
3. **EMI / ESAP 課程之學生回饋**：請提供您所開設之 EMI / ESAP 課程之學生量化及質性回饋	10%	加分項目
4. 其他： (1) 英語言能力自我評估：課程皆以全英語進行，參與教師須具備充足之英語能力。 (2) 國外移地培訓將優先錄取曾開過 EMI／ESAP 課程之申請教師，若超過報名人數則 1 校僅錄取 1 名。		

(三)審查及通知：本課程報名資料將由本中心計畫主持人、計畫執行長及阿得雷德大學專家學者審查，錄取結果將寄回申請教師之電子信箱。

四、本課程培訓後之任務

(一)本課程結束後請於一週內完成課程回饋單（https://forms.gle/7LUzGaE41DTezHex9）。

(二)取得證書之教師將列入本中心 EMI 教學顧問人才庫（如教師 EMI 課程相關諮詢、教學助理相關審核或評選）。

(三)若為國外移地培訓之教師，請擇一完成下列任務：

1. 擔任本中心各式成果發表會、講座、工作坊等活動之參與者或分享者。

2. 籌組本中心各式教師社群，如：跨校、跨學群雙語教學觀課社群、領域專長模組化雙語課程教師社群。

五、經費補助

(一)本課程學費：由本中心經費支應。

(二)國外移地培訓學費將包含課程與住宿兩部分，兩者需綁定在一起。

(三)學費以外之費用須由參與教師自行向各校雙語教育推動辦公室或相關計畫申請。

六、主辦單位

國立中興大學 EMI 教學資源中心、阿得雷德大學（University of Adelaide）。

七、計畫連絡人

國立中興大學 EMI 教學資源中心 郭小姐 (04)2284-0153 #24。

ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) PROGRAM

課程簡介（由阿得雷德大學提供）

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 individualised 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. There 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. The 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 individualised 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.

附件 **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)