

Promoting English Medium Learning (EML) in the University English Medium Instruction (EMI) Environment

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With the aim to develop Taiwanese students' capability to absorb knowledge conveyed in English and to create an even more friendly environment for foreign students, NSYSU invited professors from various departments to take part in the Promoting English Medium Learning (EML) in the University English Medium Instruction (EMI) Environment Workshop. The workshop is divided into 10 sessions, with 6 of them using teaching methods of theoretical lecturing and group discussion, while the rest being relatively practical sessions that require each participant to take part in a 20minute micro-teaching practice. Through the 35hour long course, participants have developed a greater understanding of EML and EMI related challenges, along with numerous strategies to resolve them and improvement in delivering their lectures skillfully in English.

The course emphasizes two essentials to promote the development of effective learning and teaching. One of it is the validity of flipping classrooms and promoting group work. According to the course instructor Mrs. Jenna Cody, peer teaching is even more effective than learning from teachers. Hence, instead of merely providing information which is already printed out on textbooks on stage, the more efficient way of teaching would be asking students to do pre-reading before each class and put them in groups to discuss questions related to the topic. What teachers should do is to play the role of a monitor and check whether the groups are making progress. Not only is the method going to make the students absorb knowledge more successfully, they will also be facilitated to participate in class and build rapport through collaborating with their peers.

Another is the importance of triggering students' motivation. Though people rarely talk about it, motivation is the decisive determiner of success for students. If a student's motivation for learning is aroused (no matter intrinsically, extrinsically, integratively or instrumentally), it is more likely for him/ her to retain brilliant academic performance. Thus, numerous motivational strategies

are suggested in the course, including providing a clear pathway for improvement, scaffold learning, and making lessons more fun and engaging etc.

As for micro-teaching practices, every participant was to present a 20minute long introductory course in their professions to the whole class. The lectures have to be spoken in English, and techniques taught in class such as putting learners in groups for discussion is required. This provides the professionals a chance to recall how it was for them to play the role of a student (which is probably a real long time ago...) and the sensation of how it must feel like when they deliver knowledge to their students. After each micro-teaching is over, listeners will have to give feedback on the lecture they have heard by using the praise sandwich method so as to be diplomatic, honest and helpful at the same time.

Through the Promoting English Medium Learning (EML) in the University English Medium Instruction (EMI) Environment Workshop, participants got the opportunity to elevate their teachings in the EML/EMI environment. By putting the ideas into practice, NSYSU will no wonder become a more avant-garde university with broader global vision and stronger learning students.



