

元培醫事科技大學
111年度高教深耕計畫活動成果報告書
校內核銷版



指標編號/名稱：A23 組成教師專業社群

活動單位：應用外語系

活動名稱：全英語教學教師社群

中華民國 111 年 06 月 20 日

元培醫事科技大學 111 年度高教深耕計畫活動成果報告書

活動名稱	全英語教學教師社群講座 -Toastmaster and effective English communication	活動日期	111 年 4 月 20 日
承辦單位/ 承辦人	陳廣鈺	活動地點	N312
參加人數	共 15 人次	參與對象	全校師生
指標編號、 名稱	A23 組成教師專業社群	課程名稱	全英語教學教師社群
活動目的 與目標	<p>請依序敘述活動構想、活動目標</p> <p>為響應雙語國家的政策，厚植國人英語能力，提升國家競爭力，而在推動全英教學過程，開課教師的訓練至關重要，因此透過教師社群的設立，提高彼此之間的交流，提升教學的自信與專業知能成長的交流機會。</p>		
活動執行 方式	<p>請敘述活動實施方式</p> <ol style="list-style-type: none"> 1. 於活動前邀請富有經驗的全英教學講者前來分享使用課堂中全英文的使用技巧。 2. 活動以分組模式進行，每小組進行議題討論。以全英文練習自身口語。 3. 活動結束後進行滿意度調查。 4. 定時舉辦教師社群會議，訂定教學 SOP 模板讓老師們未來在教室執行全英文授課時可以套用。 		
活動成效 (量)	<p>請敘述執行成效</p> <p>活動滿意度調查顯示參與教師幾乎百分百肯定舉辦全英授課的教學技巧研習是受用的，並且可以提高自己使用的意願。88%的教師認同此活動可以提升自己的教學技巧。57%的老師期待再次舉辦類似活動。老師對於活動的整體滿意度高達 71%表示非常滿意，29%感到滿意。</p>		
活動成效 (質性)	<p>請敘述執行成效</p> <p>透過社群的進行和概念交流，讓與會者彼此成長，制定未來全英教學的方向，而預期成效如下社群將討論成果規劃成初步的EMI教學指引為主，提供願意嘗試EMI課程之教師準備方向以及學習成長的機會。</p> <ol style="list-style-type: none"> 1. 提供有經驗的教師與之經驗分享，精進教學技巧，與專業成長的機會。 2. 設計教師教學指引，提供全英教學過程會使用教學策略，提升教師與學生之間的互動。 3. 增加教師對於EMI教學內容的了解，並結合理論與實務，提供教師專業成長的機會。 4. 教師教學指引如附件。 		
進精來未	請敘述精進方法、及對未來相關活動構想		

1. 教學活動舉辦時間因參與教師課表而導致時間經常更動，未來可視情況將時間固定，提升教師參與的意願。
2. 初步的EMI教學指引已著手規劃，後續將更豐富內容，未來在提供給老師使用時能得到更多的效益。

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活動名稱	全英語教學教師社群講座-Toastmaster and effective English communication		
指標編號	A23 組成教師專業社群		
時間	111年4月20日	地點	N312

照片 1 說明

第一場邀請講師說明全英授課時所需要的技巧



照片 2 說明

傳授英文演講時所要制定的教學流程



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照片 3 說明

社群教師進行教學技巧討論



照片 4 說明

社群教師進行第一場議題討論



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照片 5 說明

第二場社群教師交流討論



照片 6 說明

請附上活動海報電子檔或清晰圖片

**Toastmasters
and
Effective English
Communication**

覺得很“誠懇”的跟對方說了，對方卻氣曠曠？
英文演講該怎麼“好好”說？
還有研習時數

手把手告訴你小技巧

校長準時開講！
2022.04.20 WED.
15:00-17:00
N315

報名連結

黃文泰 老師
Toast Masters演講協會台灣總會公關長
美好人生英文學校校長

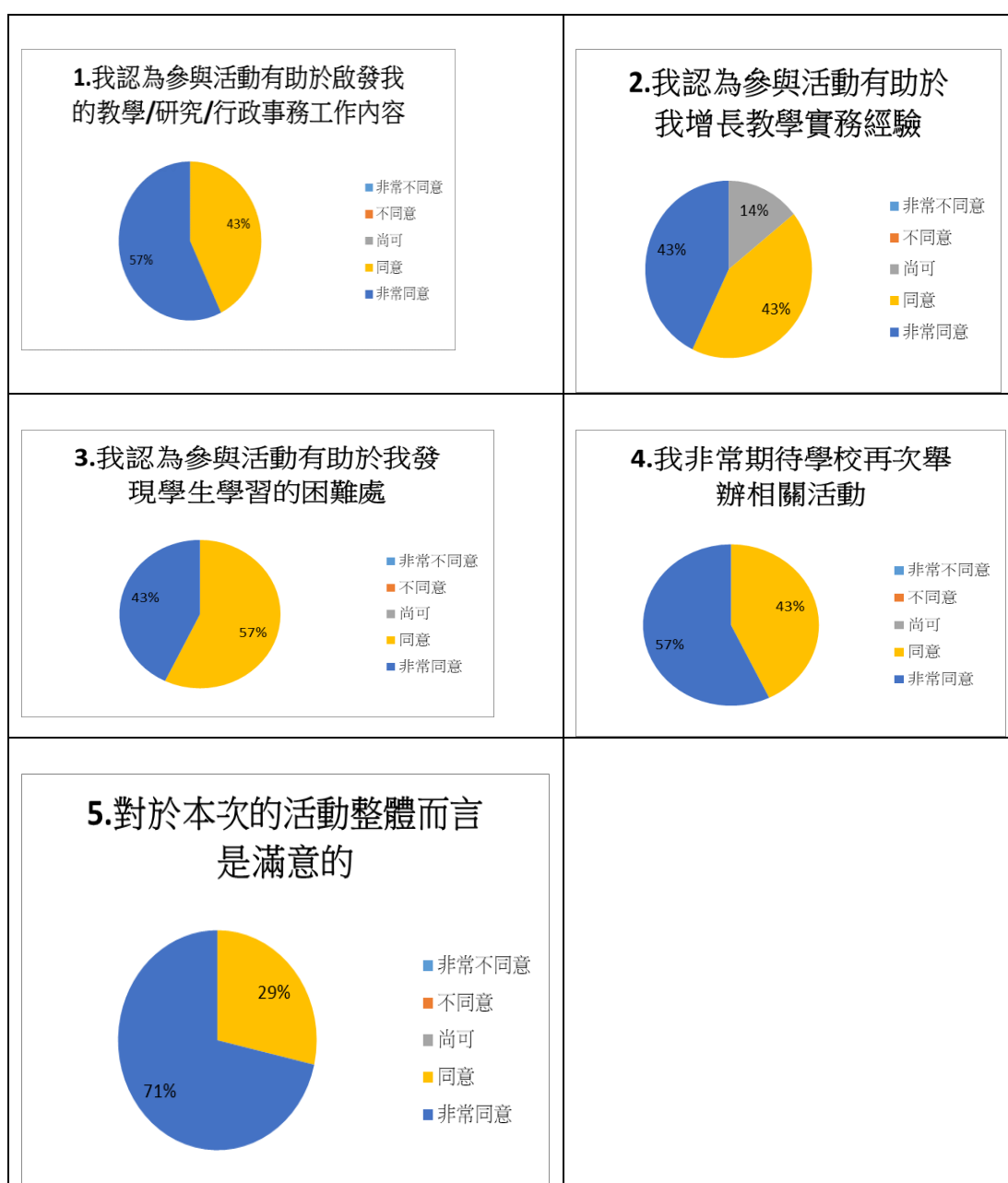
主辦單位
元培醫事科技大學-應用外語系

協辦單位
教學發展中心

活動意見回饋表-統計圖表結果

活動名稱	全英語教學教師社群講座-Toastmaster and effective English communication		
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時間	111年4月20日	地點	N315

以下為活動意見回饋統計，88%的教師認同此活動可以提升自己的教學技巧。57%的老師期待再次舉辦類似活動。57%的老師認為此次活動可以讓他們了解學生的困難點，並了解該如何解決問題。老師對於活動的整體滿意度高達71%表示非常滿意，29%感到滿意。總結來說，此次活動沒有收到任何負評，顯示活動是成功的。





YUMT English Medium Instruction Manual

1. Introductory Greeting

Hello everyone, how's your day?

Good morning, how's everyone doing?

Good afternoon, how's everyone?

How's it going? Great, let's get started.

2. Introducing class content

Alright, today we're going to discuss...

Our topic for today is...

Today we'll continue with...

Today we'll cover...

3. Explaining content relevance

We've got an important topic today...

Today, we'll cover....

Today's topic is particularly interesting...

We'll discuss a critical topic today...

4. Explaining the objective of a class

Today, we'll familiarize ourselves with...

So, our goal for today is....

I'd like to show you guys how/why...

When we're done today, you'll be familiar with...

5. Explaining the structure of a class

Alright, first we'll cover__ Next, we'll move on to__

Guys, we're going to cover__ things today.

Today, we'll deal with the following...

Here's what we'll discuss this afternoon...

6. Summarizing main points of a lecture

Okay, let's go over the main points again...

Before we end, let's recap...

We have a bit of time left, so let's review...

Let's summarize the following before we wrap things up...

7. Emphasizing the importance of main points

To understand the topic, it's important to focus on...

It's important to keep in mind...

__ is critically important to understanding...

Of major significance is...

6. Referring to prior content

Let's circle back to __ for a moment.

As I mentioned earlier...

If you'll recall, we discussed...

Last week, we covered...

8. Transitioning topics

This is a good point to examine...

Moving on, let's discuss...

This brings us to our next point...

Well, this brings me to my next point...

9. Photos and Charts

Here, we can see...

Let's refer to the following chart...

As we can see, the table shows that...

The table represents...

10. Examples

Here's an example to illustrate my point...

Let me tell you an anecdote to illustrate...

Here's an instance of what we're discussing...

__ is typical of __

10. Soliciting Questions

Feel free to weigh in at any time...

Okay, so first let me explain __ and then I'd be happy to answer any questions.

Let's hold off on questions until the end of...

If you've got a question, just raise your hand.

12. Responding to questions

That's a great point.

That's an interesting way of putting it.

Thanks for your question...

Sure, so let's refer to...

11. Straying off topic

I'll get back to the point in a moment, but first let's talk about...

As an interesting side note...

Let me digress for a moment...

To get off topic a bit...

12. Monitoring comprehension

Does every get my point?

Is that clear, or should I try to rephrase?

Alright, is this making sense?

If something is unclear, please let me know.

13. Assignment Reminders

Everyone, please remember to...

A quick reminder, __ is due __

It's important to hand in __ before __

Heads up, __ should be turned in by __

14. Concluding a class

That's all for today.

We'll see each other next week, have a great day.

We're almost out of time, any questions?

Okay, so next week we'll discuss __. See you later.

Teacher Tips for Setting Learning Objectives

According to TAEC Erasmus+ project (2017-2020), it's critical for faculty to prioritize specific learning objectives when determining the use of EMI in a course because student proficiency can vary greatly. If disciplinary competence is the primary objective, the use of course materials in the student's native language would be appropriate. In other words, the best choice of materials would be made according to the objective of disciplinary competence.

However, if preparation for the global market is the priority, language skills in the job field at the global level should be taken into consideration. Navigating cultural differences, translanguage issues and resolving cultural misunderstandings should be taken into account when designing the course. Likewise, if language proficiency is the primary objective, teaching exclusively in English would be more appropriate.

Teacher Tips for Assessing Learning Outcomes

The Erasmus+ project also recommends tailoring learning assessments to student populations to measure if they understand the English being used as the medium of instruction. For example, if the students are entirely local and thus share a first language would be requiring a different approach to measuring comprehension than a mix of local and international students who would be using English inside and outside the classroom. In both situations, it is essential to be aware of the level of English proficiency that students will bring to the course.

Moreover, if an EMI instructor finds that students are struggling with English issues, specific assistance should be provided to each student. Often, international students have more difficulties adapting to a new educational culture than language. It's important to remember that students often feel much more confident in their passive English skills of reading and listening than they do in their productive of speaking and writing. Therefore, it's important for instructors to encourage participation from such students in class.

Teacher Tips for Adjusting Teaching to EMI

To ensure comprehension it's important to deliver all instructions to students both verbally and in writing. Providing the instructions for assignments in full detail will help to eliminate confusion. The instructor should routinely ask the students comprehension questions to confirm that they understand. In doing so, idiomatic language should not be used as this can create confusion. It is also important to simply repeat things to make sure everyone understands.

International students may not be familiar with typical forms of activities or assignments, it's therefore best to avoid assuming that they understand how to proceed. To familiarize students, it is best to provide them with templates or examples of previously completed assignments. Additionally, grades should be

done according to rubrics given to students prior to beginning assignments. This will make expectations clear.

Tips for Personal Language Issues

For teachers who aren't fluent in English a number of strategies can be used to mitigate any issues that arise. First, speak slowly and be sure to vary intonation and emphasis according to the subjects. Avoid reading long passages, particularly if the material is challenging for the students. Write keywords and terms on the board while discussing them and provide visuals of concepts that you are currently explaining along with a glossary of these terms.