

EMI Pedagogical Framework and Teaching Techniques

REGISTRATION



Open for faculty members, PhD students from NCCU and other universities from now on to 7/18.



INSTRUCTOR



Date: 4 weeks, 8 sessions. Two sessions will be held each week, on Mon. and Wed. **July 30, August 4, 6, 11, 13, 18, 20, and 25.**

Time: 10:00am.—12:00am. (Taiwan Time, GMT+8)

Location: Online event, a Google Meet link will be provided.

The EMI Resource Center at National Chengchi University (NCCU) is dedicated to equipping educators with advanced skills and strategies for English as a Medium of Instruction (EMI) teaching. Building on past initiatives, the 2025 EMI Workshop Series offers a comprehensive training program designed to deepen instructors' understanding of EMI pedagogy while addressing the evolving challenges of teaching disciplinary content in English. This year's program extends beyond fundamental EMI principles, integrating innovative teaching methodologies, critical thinking strategies, and digital tools to enhance classroom engagement. Workshops will explore advanced course design, interdisciplinary approaches to EMI, the integration of AI in teaching, and fostering effective teacher-TA-student interactions. Additionally, a microteaching component provides participants with hands-on experience in refining their teaching techniques through demonstration and peer feedback. Through a combination of expert-led sessions, practical applications, and collaborative learning, participants will develop the skills necessary to create dynamic EMI classrooms that support student engagement and learning outcomes. This program continues NCCU commitment to enhancing EMI education by offering tailored training for faculty across various disciplines.

Dr. Carolyn Chiung-Yao Ho, Professor and Founding Faculty member of the ESOL program at Lone Star College-CyFair

Dr. Ho holds a Ph.D. in Higher Education Administration from the University of Texas at Austin and is a Professor and Founding Faculty of the ESOL program at Lone Star College-CyFair. A former Fulbright Scholar and English Language Specialist, she has trained K–16 educators in bilingual and multilingual contexts. She has consulted with NSYSU and NKNU on EMI/CLIL and STEM+A teacher training.

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Order	Date	Workshop Title	Topics
1	7/30 Required	Introduction to EMI: Navigating learner needs for content and language Objective: This workshop equips participants with the knowledge and strategies needed to effectively teach in an English-Medium Instruction (EMI) setting. It focuses on understanding background and key concepts of EMI as well as exploring strategies for integrating content and language instruction effectively.	<ul style="list-style-type: none">• Introducing EMI, covering its definitions, background, and global perspectives.• Exploring the challenges students face in EMI settings and provides strategies to support their learning needs.• Examining key elements of an effective EMI classroom, focusing on practical methods to balance content instruction and communication competence.• Adapting teaching approaches to enhance student engagement and comprehension.
2	8/4 Required	Advanced EMI Course Design: Integrating Academic Language and Disciplinary Content Objective: Help instructors effectively integrate disciplinary knowledge and academic English in EMI classrooms, enhancing students' professional communication skills.	<ul style="list-style-type: none">• Advanced applications of CLIL (Content and Language Integrated Learning)• Development of academic language and disciplinary literacy• Strategies for promoting subject-specific language use (e.g., academic discourse, legal analysis, business decision-making)• Language support strategies for EMI instructors
3	8/6	Student-Centered Learning Through Critical and Higher Order Thinking in the EMI Classroom Objective: Guide instructors in designing classroom activities and assessments that foster higher-order thinking skills; techniques to elicit student involvement in the learning process; and applicable digital resources	<ul style="list-style-type: none">• Applying Bloom's Taxonomy in EMI teaching• Principles and approaches to designing activities and questions to develop higher order thinking skills, including inquiry-based learning, case studies, Socratic seminar, project-based learning, or design thinking challenges• Student-centered classroom activities, including discussions and debates.

(Figure 1. EMI Pedagogical Framework and Teaching Techniques)

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Order	Date	Workshop Title	Topics
4	8/11	AI and Digital Tool Applications in EMI Teaching Objective: Enhance instructors' ability to use AI technology and digital tools to create interactive and effective EMI lessons.	<ul style="list-style-type: none">Utilizing AI tools (e.g., Otter.ai, Perusall, DeepL) in EMI teachingAdvanced applications of interactive learning platforms (Kahoot, Mentimeter, Padlet)Designing effective digital assessments for EMI courses (e.g., Google Forms, Quizizz)Integrating blended learning with EMI instruction
5	8/13	Cultural Sensitivity and Intercultural Communication in EMI Teaching Objective: Strengthen instructors' cultural adaptability in EMI settings and improve their cross-cultural communication skills.	<ul style="list-style-type: none">The impact of cultural differences on EMI classroomsAddressing the diverse learning needs of students from various cultural backgroundsThe interaction between language and culture in EMI teachingCase studies and strategies for effective intercultural communication
6	8/18 Required	Enhancing Teacher-Teaching Assistant-Student Interaction in EMI Classrooms Objective: Improve collaboration between EMI instructors, teaching assistants (TAs), and students to create a more effective learning environment. Equip EMI instructors with strategies to train and guide TAs in facilitating communication and student engagement in EMI classrooms.	<ul style="list-style-type: none">Clarifying the responsibilities of instructors and TAs, setting expectations, and establishing professional communication guidelines.Coaching TAs on Effective Communication – Training TAs to bridge communication gaps, actively listen, articulate clearly, and handle student inquiries with confidence.Learning from Case Studies and Best Practices – Reviewing successful TA training models, analyzing real-life scenarios, and adapting proven strate

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Order	Date	Workshop Title	Topics
7	8/20 Required	Learning by doing: Microteaching demonstration and peerlearning (session 1) Objective: This hands-on microteaching workshop provides EMI instructors and teaching assistants with an opportunity to practice and refine their teaching strategies through real-time demonstrations and peer feedback. Participants will engage in an interactive learning experience designed to enhance their instructional techniques and classroom communication skills.	<ul style="list-style-type: none"> • Active Participation: Presenting participants will deliver a short demo lesson based on their submitted lesson plans and teaching materials. • Real-Time Feedback: Both presenters and audience members will complete structured questionnaires to provide constructive feedback on teaching performances. • Enhanced Learning Through Practice: Unlike traditional webinars, microteaching offers direct experience, making it a more effective training method.
8	8/25 Required	Learning by doing: Microteaching demonstration and peer learning (session 2) See notes above	<ul style="list-style-type: none"> • See above. • The final session may include a brief discussion to consolidate key takeaways from the workshop series.

(Figure 1. EMI Pedagogical Framework and Teaching Techniques)

Workshop Assumptions

- The program follows a cohort approach. Participants who complete at least five required courses and one selected course will receive certification from AIT and the EMI Resource Center. Attendance and participation will be recorded.
- Participants are expected to engage in online activities (e.g., chat, polls, breakout rooms, Padlet) as needed.
- Participants may be asked to complete brief pre- or post-workshop tasks.
- Microteaching presenters must submit lesson plans at least one week in advance.

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