國際學術論壇

臺灣雙語教育的挑戰、策略與契機

成果報告書

主辦單位

國立中山大學教務處教學發展與資源中心國立中山大學西灣學院全英語卓越教學中心

指導單位

中華民國國立大學校院協會

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一、議程表

國際學術論壇:臺灣雙語教育的挑戰、策略與契機

日期:110年9月29日(三)13:00~17:50

司儀:莊家雄助理教授(國立中山大學)

時間	議程
12:30-13:00	報 到
13:00-13:10	開幕式
13:10-13:30	專題演講: Preparing the Global-Minded Citizen: Multilingualism, Intercultural Competency, and Layered Literacies 講者: Dr. Evelyne Delgado-Norris (Department of English, Foreign Languages & Literature, Chicago State University)
13:30-14:45	專題座談一:建構完善的雙語校園環境 主持人:趙可卿助理教授(國立中山大學) 講者: (1) Dr. David Herman (學術交流基金會) (2) 謝東佑副教授(國立中山大學) (3) 李香蘭教授(國立中山大學)
14:45-16:00	 專題座談二:提升全英語課堂中的多元文化意識 主持人:許家豪助理教授(國立中山大學) 講者: (1) 林怡弟教授(淡江大學) (2) 陳其芬副教授(國立高雄科技大學) (3) 朱介國副教授(德明財經科技大學)
16:00-17:40	 專題座談三:有效的全英授課與學習策略 主持人:陳瑞華助理教授(國立中山大學) 講者: (1) 王雍智教授(日本創價大學) (2) 李英德教授(逢甲大學) (3) 吳志康副教授(國立高雄科技大學) (4) 藍蕾副教授(國立臺北大學)
17:40-17:50	閉幕

International Academic Forum Bilingual Education in Taiwan: Challenges, Strategies, and Learning New Skills to Empower Tomorrow's Talents

Date: Wednesday, September 29, 2021 (13:00-17:50) **Master of Ceremony:** Dr. Charlie Chuang, National Sun Yat-sen University

Time	Agenda
12:30-13:00	Registration
13:00-13:10	Opening Ceremony & Welcome Remarks
13:10-13:30	Keynote Speech: Preparing the Global-Minded Citizen: Multilingualism, Intercultural
	Competency, and Layered Literacies
	Speaker: Dr. Evelyne Delgado-Norris (Department of English, Foreign Languages & Literature,
	Chicago State University)
13:30-14:45	Panel Discussion I: Building an Engaging Bilingual Campus
	Moderator: Dr. Koching Chao, National Sun Yat-sen University
	Speakers:
	Dr. David Herman, Fulbright Taiwan
	Dr. Tong-Yu Hsieh, National Sun Yat-sen University
	Dr. Virginia Shen, National Sun Yat-sen University
	Panel Discussion II: Fostering Multicultural Awareness in the English Classroom
	Moderator: Dr. Chiahao Hsu, National Sun Yat-sen University
14:45-16:00	Speakers:
	Dr. Yi-Ti Lin, Tamkang University
	Dr. Chi-Fen Emily Chen, National Kaohsiung University of Science and Technology
	Dr. Jeff Zhu, Takming University of Technology and Science
16:00-17:40	Panel Discussion I III: Effective Strategies for English Medium Teaching and Learning
	Moderator: Dr. Jui-Hua Chen, National Sun Yat-sen University
	Speakers:
	Dr. George Wang, Soka University, Japan
	Dr. Ying-Te Lee, Feng Chia University
	Dr. Kenny Wu, National Kaohsiung University of Science and Technology
	Dr. Rae Lan, National Taipei University
17:40-17:50	Closing Ceremony

二、論壇手冊封底及封面



三、新聞稿與相關報導

雙語校園三部曲:環境、文化與策略 臺美日三國學者齊聚 擘劃大學雙語校園願景

由國立中山大學教務處教學發展與資源中心、西灣學院全英語卓越教學中心共同主辦,中華民國國立大學校院協會贊助的「臺灣雙語教育的挑戰、策略與契機」國際學術論壇,於9月29日召開。此論壇邀請來自美國、日本及台灣三國學術單位的數十位學者專家,從「建構完善雙語校園環境」、「提升全英語課堂中的多元文化意識」、「有效的全英授課與學習策略」等三個面向,全面探討臺灣目前的雙語教育環境,並分享各種全英語教學策略。這場由中山大學主辦探討雙語教育的國際論壇受到多方矚目,近200人參與。

中山大學由18所申請院校中脫穎而出,成為全國四所獲得教育部「大專校院學 生雙語化學習計畫」第一期重點培育學校。中山大學校長鄭英耀在致詞時表示, 為達到2030雙語國家政策,於各級學校推動全英語教學課程至關緊要,中山大 學期許自身成為臺灣雙語校園的領導角色,並協助其它學校機構建構雙語教育 課程。

本論壇的專題講者是芝加哥州立大學英文、外國語言與文學系副教授Dr. Evelyne Delgado-Norris擔綱,以「準備成為具備全球視野公民:多元語言、跨文 化能力、及多層次素養」(Preparing the Global-Minded Citizen: Multilingualism, Intercultural Competency, and Multi-Layered Literacies)為題揭開論壇序幕。因出身 外交人員家庭,有不同國家成長經驗背景的Dr. Evelyne Delgado-Norris指出,具 備多元語言及跨文化能力,能在不同領域之間溝通、交換想法、與不同族群相 互合作、也是解決在地和全球爭議的關鍵;再者,因為當今科技進步,較過往傳 播出更多訊息和想像,由此創造出的新文化領域,這個新領域除了多元語言及 跨文化能力的支撑,再衍生出多層次素養這個第三支柱加以支持。

第一場專題座談「建構完善的雙語校園環境」,由學術交流基金會Dr. David Herman、中山大學副教務長與電機系謝東佑副教授、西灣學院副院長和全英語 卓越教學中心執行長李香蘭教授擔任講者。Dr. David Herman分享他在臺灣等多 個國家擔任英文教師和訓練當地英文老師的經驗,對於創造校園的雙語環境, 增加課堂內外的英語氛圍提供豐富案例。謝東佑副教務長介紹中山大學推動雙 語校園環境的十年全英語教學計畫;李香蘭執行長介紹為推動中山大學雙語校園 所蘊育而生的「全英語卓越教學中心」。在教學部分,中心負責規畫全英語通 識教育、特設學程、並將大一通識英文的課程從課程分級、教科書選用、課程 目標、內容設計到學習成效評估,全面對接到歐洲共同語言參考架構(The Common European Framework of Reference for Languages, CEFR),學生由適合自 己英文程度的課程依序進階到CEFR B2程度,以順利銜接系所的專業全英語授 課課程;在課外活動部分則透過國際沙龍,帶給學生一連串實作、創意及啟發性 的英語活動。

第二場專題座談「提升英語課堂中的多元文化意識」,由淡江大學林怡弟教授、

國立高雄科技大學陳其芬副教授、德明財經科技大學朱介國副教授擔任講者。 林怡弟教授以自己課堂上日本、韓國和臺灣的學生交流為例,來自不同國家的 學生透過英文作為共同的語言媒介相互溝通,過程中更了解自己的文化並提升 跨文化溝通技巧,也增加了使用英語溝通的信心。陳其芬副教授指出,在臺灣 進行全英語授課課程時,往往不只是中英文的切換,因為班上同時會有臺灣學 生和外國學生,代表課堂上同時存在許多不同的文化價值觀,讓教師去思索要 怎麼更適當經營課程,再者,雖然全英語授課課程能幫助學生增加多元文化價 值觀與多角度思考技能,但是同時需注意因為不同文化衝擊可能導致師生之間 的問題。本場座談最後由朱介國副教授發表,若中國文學課程要用全英語授課, 會遇到的困難與他所運用的教學技巧。

第三場專題座談「有效的全英授課與學習策略」,由日本創價大學王雍智教授, 逢甲大學李英德教授,國立高雄科技大學吳志康副教授及國立臺北大學藍蕾副 教授擔任講員。王雍智教授指出,全英語授課在日本高等院校已是趨勢,在日 本的頂尖大學更是必修課程,以他的全英語授課經驗,總結出「把全球視為一 體」、「核心價值」、「主動學習」三個重要概念。李英德教授則分享如何進 行全英語的物理專業教學,重點在於揚棄學生單方向接收老師授課的傳統教學 法,透過教學設計和學生互動參與,達到了全英語授課課程學生獲得物理競賽 獎項的佳績。吳志康副教授則點出由技職教育體系進入科技大學的學生,因養 成教育主要強調技術培訓,相較普通高中畢業的大學生,要培育其英文能力更 具挑戰,學生也較不敢於課堂上發言;對此,吳志康副教授運用科技去協助科技 大學學生能更參與全英語授課課程。藍蕾副教授強調,全英語授課要成功,教 師/學生/行政團隊三方缺一不可,理想的全英語課程包括學生國籍多元化、非單 一評分方法、互動式學習等。

中山大學教務長林伯樵表示,中山大學今年一系列活動,包括召開「臺美教育 倡議-雙語教育研討會」、成立「南區雙語教育區域資源中心」、支持『傅爾 布萊特--英語協同教學助理計畫』等,展現本校創造雙語校園的行動決心和成 果,而這場國際學術論壇則為中山大學要成為全球領先的雙語大學目標,開啟 新猷。

中山大學新聞報導(中文): <u>https://news.nsysu.edu.tw/p/406-1120-268060,r2910.php?Lang=zh-tw</u>

中山大學新聞報導(英文): <u>https://www.nsysu.edu.tw/p/406-1000-268399,r3244.php?Lang=en</u> 四、活動照片



鄭英耀校長

林伯樵教務長















五、講者簡介與摘要

(一)【專題演講 Keynote Speech】

Preparing the Global-Minded Citizen: Multilingualism, Intercultural Competency, andMulti-Layered Literacies

【專題講者 Keynote Speaker】

Dr. Evelyne Delgado-Norris, Chicago State University, U.S.A

講者簡介 Biography

Dr. Evelyne Delgado-Norris is Associate Professor of Foreign Languages at Chicago State University teaching courses in Languages and Cultures, Women's Studies, and Methods of Teaching Foreign Languages. She holds a B.S in Economics (Chicago State University) and a Ph.D. in Frenchand Cultural Studies (Northwestern University). Her research and publications center on foreign language teaching and intercultural communication, language for professional purposes, integrating technology in foreign language teaching, and women's studies. In additionto teaching, she was a technical consultant for USAID/CSU grant-funded project for duallanguage pedagogy and assessment training of teachers inGhana (West Africa). As the daughter of a former diplomat, Dr. Norris grew up crossing borders and languages, adapting and incorporating the best of many cultures.

演講內容概要 Synopsis

Dr. Evelyne Delgado-Norris will speak about the 3 pillars for developing global-minded citizens from a personal, pedagogical, and research-based perspective. Multilingualism and intercultural competency will be viewed as key for communicating within and across borders, exchanging ideas, collaborating in all fields of human existence, and solving pressing local and global issues. In addition, heightened technological advances are transforming the circulation of messages and images creating "new terrains of culture" which will require multi-layered literacy development (the third pillar) in a global information environment.

(二)【專題座談一】 Discussion Panel 1

建構完善的雙語校園環境 Building an Engaging Campus

【講者 Speakers】

Speaker 1: Dr. David Herman | 學術交流基金會 Speaker 2: Dr. Tong-Yu Hsieh 謝東佑副教授 | 國立中山大學 Speaker 3: Dr. Virginia Shen 李香蘭教授 | 國立中山大學

Speaker 1: Dr. David Herman

講者簡介 Biography

David Herman is an English teacher and teacher educator from Washington state, USA. He has degrees in Elementary Education; Teaching English to Speakers of Other Languages; and Language, Literacy, and Technology. He has taught in elementary schools, junior high schools, universities, and adult language centers in the US, China, Taiwan, and Estonia. He currently works as Fulbright Taiwan's Bilingual Education Advisor helping public school teachers transition to bilingual models of education.

內容摘要 Abstract

In this session, Dr. Herman will share insights from his experiences and observations teaching and training teachers across Taiwan. He will provide examples from his past work as a Foreign English Teacher around multiple counties, and his current work as Fulbright Taiwan's Bilingual Education Advisor, to provide considerations for developing English/Mandarin bilingualism within school contexts. The focus will be on providing practical suggestions for increasing and optimizing students' visual and auditory exposure to comprehensible English input throughout the day, both inside and out of the classroom.

Speaker 2: Dr. Tong-Yu Hsieh 謝東佑副教授

講者簡介 Biography

Dr. Tong-Yu Hsieh received the B.S. and Ph.D. degrees in Electrical Engineering from National Cheng Kung University, Tainan, Taiwan, in 2004 and 2009, respectively. He was also a Visiting Scholar with the Department of Electrical Engineering, University of Southern California, Los Angeles, CA, USA, from 2008 to 2009. He joined as a Faculty Member with the National Sun Yat-sen University, Kaohsiung, Taiwan, in 2011, and is currently an Associate Professor with the Department of Electrical Engineering and also the Associate Vice President of The Office of Academic Affairs. His current research interests include teaching practice research as well as design and test of very large scale integration (VLSI) IC design. Dr. Hsieh has received numerous awards over the years: the 2017 NSYSU Superior Teaching Award, the 2018 TICD (Taiwan IC Design Society) Distinguished Young Scholar Award, and the 2020 IEEE Tainan Section Macronix Award.

內容摘要 Abstract

Building Engaging Bilingual NSYSU

In response to the growing demand for international talents, National Sun Yat-sen University (NSYSU) held a Level-1 and Level 2 Administrative Director Consensus Camp in 2019 in which assembly, "listing in the Top 200 in the Academic Ranking of World Universities by 2030" was set as the 2020-2024 development goals for the university, along with achieving full internationalization, improving students' English proficiency and international mobility, and fostering social elites and leaders with full English ability. In this discussion talk, we will share NSYSU's strategies for developing a diversified, effective, and internationally competitive educational system, aimed at building NSYSU one of the world's leading bilingual universities. These strategies cover the aspects of all-English undergraduate degree programs, expansion of EMI courses, quality assurance, supports for student learning and faculty teaching capacity,

international engagement and infrastructure of bilingual campus. Interesting and valuable findings will also be presented for further discussion and study. We hope this sharing can stimulate deeper thoughts and discussions on how to build an engaging bilingual campus.

Speaker 3: Dr. Virginia Shen 李香蘭教授

講者簡介 Biography

Dr. Virginia Shen, a senior academic professional with extensive teaching and administrative experiences in the U.S., specializes in Foreign Language Teaching and Learning, Cross-Cultural Studies, Hispanic Women Writers, Spanish American Literature and Culture, as well as U.S. Latinx Literature and Culture. In addition to scholarly pursuits, Dr. Shen also took on numerous scholastic and community leadership positions in the United States. Dr. Shen joined the faculty of Si Wan College at the National Sun Yat-sen University in 2020 where she teaches English enhancement courses to develop and enhance students' English language skills, global views, and international competiveness. Dr. Shen assumed the positions of CEO of the Center for EMI Teaching Excellence and Associate Dean of Si Wan College in August 2021 in support of the university's goal of building a bilingual campus.

內容摘要 Abstract

Cultivating Tomorrow's Talents and Building a Bilingual Campus

To be in pace with the government's Bilingual Nation policy in 2030, schools at all levels have strived to design innovative English language curriculum to develop students' communication skills, integrating at the same time multicultural education to equip students with the skills necessary to function successfully in a diversified society. Based on the core duties of the newly established Center for EMI Teaching Excellence at Si Wan College, National Sun Yat-sen University, the presenter will discuss the innovative English General Education curriculum and the EMI enhancement program planning undertaken by the Center, as well as the wide range of extra-curricular English activities of International Salon at Si Wan College.

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(三)【專題座談二】 Discussion Panel 2

提升英語課堂中的多元文化意識 Fostering Multicultural Awareness in the English Classroom

【講者 Speakers】

Speaker 1: Dr. Yi-Ti Lin 林怡弟教授 | 淡江大學 Speaker 2: Dr. Chi-Fen Emily Chen 陳其芬副教授 | 國立高雄科技大學 Speaker 3: Dr. Chu, Chieh-Kuo 朱介國副教授 | 德明財經科技大學

Speaker 1: Dr. Yi-Ti Lin 林怡弟教授

講者簡介 Biography

Dr. Yi-Ti Lin obtained her Ph. D. in English from Tamkang University in 2005. She is a Professor of the Department of English at Tamkang University where she has been a faculty member since 2006.She also serves as the Chair of the Department of English since 2019. Before she joined Tamkang University, she worked as a lecturer at WuFeng University and as an assistant professor at National Taipei University of Business. She has taught courses, such as English Oral Training, Translation, Second Language Acquisition, among other, and has taught at the bachelor, master's and doctoral level. Her research interests include cross-cultural communication, motivation and learning engagement, and second language acquisition.

內容摘要 Abstract

Culture is a way of life and how people behave, act, and think vary in certain degrees from culture to culture. In order to be part of the global village, students should get a head start on developing multicultural awareness in the English classroom. English is the most widely used medium of interaction and learning English enables students to communicate with people from other cultures. As the world becomes more connected, knowledge of English and possession of multicultural competence are essential in preparing students for global mobility. There are three major dimensions of multicultural competence, awareness of one's own culture, knowledge and awareness of various cultures, and appropriate cross-cultural communication skills. Thus, it is important to be sensitive, respect and be aware of individual and cultural differences around us. I would like to share a course that aims at developing students' multicultural competence by offering international collaboration among Japanese, Korean, and Taiwanese university students. Based on the elements of cooperative learning, the students from the three countries met online seven times in a semester using Skype for Business and worked on

a project together. Over the seven joint sessions, they brainstormed for ideas, shared resources, found supporting evidence, prepared for a presentation, and delivered a presentation. After the collaboration, the students indicated that they have become more flexible and would change their behavior and adapt to their Japanese and Korean group members during the interaction. They also gained in-depth knowledge about their own culture by looking into details which they have taken for granted. They realized that although there are similarities and differences between them, they should respect individual and cultural diversity. Most importantly, interacting with culturally different students had fostered cross-cultural communication skills, and they now have more confidence in using English to communicate with students from other countries. The overall outcome of the course revealed that the students not only enjoyed the course, but felt that their English ability had improved and their multicultural competence was also enhanced. Multicultural competence can be taught, and offering an opportunity for the students to work with other students from various cultural backgrounds is effective in enhancing their multicultural awareness and competence.

Keywords: multicultural awareness, multicultural competence, crosscultural communication, cooperative learning.

Speaker 2: Dr. Chi-Fen Emily Chen 陳其芬副教授

講者簡介 Biography

Education

- Ph.D. in Language in Education, Curriculum and Instruction State University of New York at Albany, U.S.

Areas of Specialization

- English Language Teaching, Business English, Pragmatics Discourse Analysis, Cross-Cultural Communication

University Administrative Services

- Chair of the Department of English 系主任 (Aug. 2019 present)
- Secretary General of the University 主任秘書 (Aug. 2014 Jan. 2018)
- Dean of Student Affairs 學務長 (May 2010 July 2014)
- Chair of the Department of English 系主任 (Aug. 2006 July 2008)
- Member of the Advisory Board for Foreign Language Education in TaiwanTechnical High Schools, Ministry of Education 教育部技術型高中外語群科中心諮詢委員 (Aug. 2008 present)

Honors

- Outstanding Teaching Award 「卓越教學獎」, by the University, 2020
- Outstanding Teaching Award 「卓越教學獎」, by the University, 2019
- Excellent Teaching Award, by the University 「傑出教學獎」, 2018
- Distinguished Educator Award, by the Ministry of Education 教育部 「師鐸獎」, 2015
- Excellent Teaching Award, by the University 「傑出教學獎」, 2014
- Excellence in Educational Administration Award, by the Ministry of Education 教育部「優秀教育人員」, 2012

內容摘要 Abstract

Teaching EMI classes in Taiwan is never just a change of medium of instruction from Mandarin to English. This is particularly true when EMI classes consist of both Taiwanese students and international students, for they may have different cultural values and beliefs about how a class should be appropriately conducted. According to the statistics from Taiwan's Ministry of Education, there were more than 60,000 international degree students each year over the past three years. It is urgently important, therefore, to foster multicultural awareness for both instructors and students in EMI classes.

In this talk, I will use a classroom interaction approach to discuss 1) the interaction between Taiwanese instructors and international students and 2) the interaction between Taiwanese students and international students in EMI classes. Common issues in classroom interaction, such as teacher questioning and feedback to students' responses, turn taking patterns (e.g., overlapping, interruptions, and pauses), topic control and shift, silence, correction, and use of linguistic politeness will be addressed from a multicultural perspective based on existing literature and my own EMI teaching experience in the multicultural classroom. Central to these issues is probably a multicultural understanding of different views of teaching and learning as well as different ways of identity construction of teachers and students.

Multicultural diversity in EMI classes should be regarded as an asset, which can help students to expand cultural insights, improve critical thinking skills from multiple perspectives, and foster acceptance and tolerance of different cultural values and behaviors. However, when not treated with care, multicultural diversity may also create tensions or problems among students or between the instructor and students. At the end of this talk, hence, pedagogical implications with a focus on multicultural classroom interaction will be provided in order to help EMI instructors to meet challenges arising in culturally diverse classes and create a more effective EMI learning environment.

Speaker 3: Dr. Chu, Chieh-Kuo 朱介國教授

講者簡介 Biography

Chu, Chie-Kuo

Have more than thirty years of teaching experience.

Work Experience

- Associate Professor of Takming University of Science and Technology
- Chairman of General Education Center TMUST Education

Education

- PhD in Chinese Literature Chinese Culture University Dissertation title: "Research on Ku Hung-ming's Idea of Kingliness"
- MA in Chinese Literature National Taiwan Normal University *Thesis title*: "The Regulations of Taking Images in Six Lines of IChing"
- BA in Chinese Literature National Central University

內容摘要 Abstract

Due to the opposition of students and the fear of teachers, bilingual education is still difficult to implement in Taiwan. Yet, it has been reported that National Chengchi University once advocated teaching various courses in English. Its president even said that First-Year Chinese courses could be taught in English. Once I met a Chinese teacher. She told me she taught First-Year Chinese courses in English when she was a faculty member at Yijiang University. In her instruction, she used the English version of Chinese literature as a text. Initially, I thought it was new and exciting, but afterwards, I realized it was another kind of English teaching. Nothing but a text translated from Chinese into English was taught to her students. The sophomore English textbook in our school once included an English translation of an ancient Chinese fable called "Sai Weng Si Ma". This is not bilingual education but for another type of English instruction. To avoid being caught in this predicament outlined above, and based on my teaching experience and the students I met, I developed several teaching methods to be devoted to bilingual instruction. English happy wording, English bingo, English crosswords, listening to English and choosing the right answer (on Quizizz platform), English nouns permutations and combinations (on Kahoot platform), and a joint exhibition of English photography and literature between teachers and students. I intend to present the teaching strategies of the six bilingual teaching methods in this essay and to exchange opinions with participants to rectify the deficiencies.

(四)【專題座談三】Discussion Panel 3

有效的全英授課與學習策略 Effective Strategies for English Medium Teaching andLearning.

【講者 Speakers】

Speaker 1: Dr. George Wang 王雍智教授 | 日本創價大學 Speaker 2: Dr. IngTe Lee 李英德教授 | 逢甲大學 Speaker 3: Dr. Kenny Wu 吳志康副教授 | 國立高雄科技大學 Speaker 4: Dr. Rae Lan 藍蕾副教授 | 國立臺北大學

Speaker 1: Dr. George Wang 王雍智教授

講者簡介 Biography

Current Positions (現職)

- Professor in Business and Economics (Tenured), Soka University, Japan (2015-Now)(日本創價大學國際教養學部商學終身教授)
- Principal Investigator, "Sustainability Reporting and Corporate Financial Performance", JSPS, Japan (2019-2022) (日本研究計畫主持人)
- Highly Skilled Professional status, Ministry of Justice, Japan (2015-Now) (日本法務部高度人材優遇)
- Adjunct Professor in Economics, Hosei University & Chuo University, Japan(2016-Now) (日本法政大學、中央大學 兼任教授)

Education (學歷)

- PhD in Finance and Economics, Imperial College London, University of London, UK, 2004 (英國倫敦大學帝國理工學院財務金融博士)
- MBA in Finance and MIS, University of Connecticut, USA, 1994 (美國康乃迪克 大學企業管理碩士)
- BA in Economics, National Chengchi University, Taiwan, 1989 (台灣國立政治大學經濟學士)

Academic Experience (學術經驗)

- Associate Professor in Economics & Director of China Program, University of Colorado Denver, USA, 2013-15 (美國科羅拉多大學丹佛分校經濟系副教 授兼中國項目主任)
- Assistant Professor in International Business, National Kaohsiung University of Applied Sciences, Taiwan, 2006-13 (前國立高雄應用科技大學,現國立高 雄科技大學國企系助理教授)
- Visiting Professor, University of Wisconsin-La Crosse (2008-09); International University of Kagoshima, Japan, 2009 (美國威斯康辛大學拉克羅 斯分校&日本鹿兒島國際大學訪問學者)

Industry Experience (業界經驗)

- Financial Director, Feng-Tay Enterprise Co, plc, 1999-2000 (豐泰企業 [上市代 碼:9910] 財務協理)
- Investment Analyst, Cathay Life Insurance Co, plc, 1991-92 (國泰人壽 [上市代碼: 2882]投資分析師)3. Research Associate for Internal Revenue Services (IRS), USA(美國國稅局) CV #2

Research Publications (學術研究)

 Publish over 20 research papers in the peer-reviewed academic journals, indexed by major research databases, e.g., SCImago, EI, EconLit, SCOPUS, EBSCO, ProQuest,CSSCI, and TSSCI.(發表二十餘篇期刊論文)

Research Grants (研究獎助)

1. 2-times 3-year projects, Principal Investigator, Japan Society for Promotion of Science,

Japan (JSPS,日本學術振興會)

- 1-time NSF project, Co-investigator, National Science Foundation (NSF), USA (美國國家科學基金會)
- 4-times projects, Principal Investigator, Ministry of Science and Technology, Taiwan(台灣科技部)

Current Research Topics (研究領域)

- Sustainability, Corporate Social Responsibility, Sustainability Reporting, and Firm Performance (ESG, 企業社會責任,企業責任報告,與財務績效)
- 2. ESG, Style and Portfolio Investment (ESG 永續投資投資風格與投資組合)
- 3. Corporate Governance (公司治理)

內容摘要 Abstract

Teaching content courses in English to Non-Native English Speakers Teaching content courses in English has been a very important trend in higher education in Asian countries in recent years. Japan, in particular, initiated a "Top Global Universities" project in 2010, encouraging each university to offer at least one English-medium undergraduate program. Since most students are non-native English speakers in Asian countries, instructors are suggested to be mindful in formulating content courses and accommodating cases/examples to the local environment. Based on my unique work experience, this presentation suggests three important concepts when teaching content courses to non-English-speaking students, that is, globalization, core values, and active learning. First of all, the idea of globalization, not equivalent to westernization, is referred to as treating the whole world as one and recognizing the equal contributions of each culture. Secondly, when teaching content courses, it is crucial for instructors to emphasize on core values, which in recent years include sustainability, academic freedom, and concerns for humanity. Lastly, instructors are encouraged to embed active learning methods into course structure. Of all the active learning methods, case study approach particularly centers on engaging students to active participation, which is especially popular in the business discipline. The specific procedure of implementing case study method is outlined in this presentation.

Keywords: globalization, core value, active learning.

Speaker 2: Dr. IngTe Lee 李英德教授

講者簡介 Biography

Physics Ph. D. from Rensselaer Polytechnic Institute, Troy, New York PostDoc. Work at Univ. of Illinois at Champaign/Urbana.

- Feng Chia Univ(逢甲大學) School of Sciences(理學院) (1996-2001) Head of Physics Center (物理中心主任) (2001-2003) Associate Dean (副院長) (Since 2000) Dept. of Photonics/full-time Professor (光電系/專任教 授)
- ➢ Feng Chia University., International School of Technology and Management (國際學院)
- ▶ (2019-2021) Director of FCU-SJSU (San Jose State Univ.) EE 2+2 program (聖荷西大學電機 2+2 學程主任)

EMI-related experience

- 1. EMI courses since 2017: Mechanics, Electromagnetism, Physics-Project
- 2. EMI courses since 2015: SIMULATION AND ANALYSIS OF MOLECULAR SPECTROSCOPE
- 3. Member of FCU's EMI course committee (全英課程審查委員會委員)
- 4. MOE's 2014 Seeded EMI-teacher training program.

Teaching-related awards

- 1. 2016: FCU's Campus Outstanding Teaching Award and FCU's ExcellentMentor Award.
- 2. 2018: MOE's "Outstanding MOOC award" 磨課師標竿課程獎 "大 學普通物理手作坊".

內容摘要 Abstract

What are my strategies for the EMI Physics classes at FCU? In an EMI class full of local students, English usually becomes an extra challenge in both learning and teaching. This situation can be even worse for traditional classes where students view themselves as audiences and/ordo not have enough opportunities to engage in the lectures. In this talk, I will share some of my teaching methods in the Physics 101 classes for Engineer majors, such as utilizing the Newtonian Mechanics with MATLAB programing, analyzing the kinematic video of a spinner, identifying the noise in Beethoven's symphony, and many other hands-on activities. In addition to the delightful learning environment, students are guided in the presentation skills and teamwork spirit, and some of their successes have been partly verified by the gold/silver/bronze medals they won in both 2020 and 2021's National Physic Debate Competition.

Speaker 3: Dr. Kenny Wu 吳志康副教授

講者簡介 Biography

<u> 現職Current Position:</u>

國立高雄科技大學觀光管理系副教授兼主任

學歷 Education:

• 博士:美國德州理工大學(Texas Tech University)肉品科學(Meat Science)

Ph.D. 1992, Animal Science with a Meat Science/Food Technology Emphasis, Texas Tech University. Lubbock, Texas, USA

- 碩士:美國德州理工大學(Texas Tech University) 肉品科學 (Meat Science)
 M.S. 1988, Meat Science, Texas Tech University, Lubbock, Texas, USA
- 商業管理碩士(MBA): 美國德州蘇洛斯大學(Sul Ross State University)

M.B.A. 1985, Sul Ross State University, Alpine, Texas, USA

 學士:東海大學畜牧系
 B.S. 1981, Animal Husbandry, Tunghai University, Taichung, Taiwan

經歷 Experience:

- Chair, Tourism Management Department (February 2017 Present), National Kaohsiung University of Applied Sciences
- Chair, Tourism Management Department (August 2015-January 2017), National Kaohsiung University of Applied Sciences
- Director, Office of InternationalAffairs (February 2013-2016), National Kaohsiung University of Applied Sciences
- Assistant Professor Department of Nutrition, Hospitality, and Retailing (1997 -2008), Texas Tech University, Lubbock, Texas, USA
- General Manager, Tokyo Japanese Restaurant and Sushi Bar (1993 -1997), Lubbock, Texas, USA
- Project Director, Delegations of Chinese Sciences and TechnologyAssociation from China (1992-1993), Lubbock, TX,

USA

 Postdoctoral Research Associate, Department of Animal Sciences and Food Technology, (June 1992 – December), Texas Tech University, Lubbock, Texas.
內容摘要 Abstract

Teaching professional courses in English in a Science and Technology University encounters challenges differ from teaching in a general university. While the general university admits high school graduates with a similar background, the student pools of Science and Technology (S&T) universities is vocational high school (VHS) graduates. The original educational goals for the VHS are to train students to fill in entry-level positions immediately after graduation. Therefore, the curriculum of VHS emphasizes students' reach proficiency in specific skills of a trade. This national policy of supplying skilled labor had helped created Taiwan's blooming economy last century. However, the goals of VHS students had switched from getting into the job market to pursue a college degree nowadays. Instead of finding a job, most VHS graduates enter Science and Technology universities to study. Most of these students are ill-prepared for the rigorous academic standards, especially English competency, which creates unique challenges for the S&T university faculty to teach English in professional courses.

First, most of the students who studied hospitality in VHS were the ones who did not perform well in English. They either dislike or are afraid of English. The anxieties and low motivations in English classes reflect the hesitation of engaging with the instructor. Second, hospitality students are primarily females. They are shy and reserved in expressing opinions. Third, the students are from "hospitality", "Business & Management," and "Applied Language" majors. The high-intensity training had built up a specific learning habit for each trade area. Those habitual behaviors affect the learning efficacy in English. Dr. Wu will share his unique experience of teaching at a Science and Technology University and propose a technology-aided Language Learning (TALL) plan to encourage students to communicate in English and increase the efficacy of EMI in hospitality education.

Speaker 4: Dr. Rae Lan 藍蕾副教授

講者簡介 Biography

Rae Lan received her Ph.D. in Curriculum and Instruction at the University of Maryland, College Park (UMCP) on Fulbright Scholarship in 2005 and currently teaches at the Department of Foreign Languages & Applied Linguistics, National Taipei University. She served as the former Chair (2018-2020) and the Director of Language Center (2013-2016). Her research interests and expertise lie in Language Learning Strategies for EFL learners, Teacher Beliefs about Strategy Instruction, English for Specific Purpose (ESP) and English as a Medium of Instruction (EMI). She organized an EMI Conference in 2013 and an Annual Summer EMI Teacher Training Program (2014-2018) for her colleagues by collaborating with the Center for English Language Communication (CELC) of National University of Singapore (NUS). She has received nine Teaching awards since 2008 and was a visiting scholar at her Alma Mater at UMCP on Senior Fulbright Research Grant between 2016-2017. Besides research and teaching, she has also been passionately involved in international volunteer work in the Philippines for community service since 2013 and serving as a volunteer Chinese/English tour guide at Dharma Drum Mountain since 2012.

內容摘要 Abstract

EMI has been a national guideline for internationalization in higher education to enhance the competence and competitiveness of our students as a top-down policy by the Ministry of Education in the past two decades. As we embark on this journey of no return, it is vital that we provide teachers and students with not just the mindsets, the theories, but most important of all, the effective strategies to equip them for a positive EMI experience.

A wealth of literature has addressed various issues across different contexts concerning EMI, which has been a growing global phenomenon and educational trend. For example, many researchers investigate issues on

EMI in European countries, such as Sweden (Bolton, K. & Kurteeva, M., 2012), Italy (Francomacaro, R.M., 2011), and Norway (Hellekjaer, G.O. (2010); while others explore topics on EMI in Asia, including China (Hu, G. & Lei, J., 2014), Hong Kong (Evans, S. & Morrison, B., 2011; Gao, X., 2008), Japan (Brown, P.S., 20013), Korea (Joe, Y. & Lee, H. K., 2013), Pakistan (Khan, H. I., 2013), and Taiwan (Yeh, C.-C., 2014). In addition, efforts have been devoted to the discussion of teachers' perceptions (Dearden, J. & Macaro, E., 2016; Khan, H. I., 2013) as well as students' attitude (Al-Masheikhi, F., Al-Mahrooqi, R. & Denman, D.J., 2014; Campagna, S., 2016). Hengsadeekul, Koul, and Kaewkuekool (2014) and Lasagabaster, Doiz, and Sierra (2014) also examine the motivational issues. Furthermore, some studies have also been conducted to probe into vocabulary learning (Brown, P.S., 2013; Lin, L.H. F. & Morrison, B, 2010) and writing development in syntactic complexity, accuracy and fluency (Tai, H. -Y., 2015). Last but not the least, assessment and effects of EMI teaching is also a point of interest for researchers including Hellekjaer, G.O. (2010) and Rogier, D. (2012).

This presentation will focus on factors that lead to successful EMI teaching and learning, the makeup of an ideal EMI class, questioning strategies applied in EMI teaching, and learner-centered activities for EMI learning. The author will also share her personal experience by introducing six activities that intrigue, motivate, and benefit students in not just a regular language classroom but also an EMI context.

六、論壇手冊

(檢附如後)





臺灣雙語教育 的挑戰、策略與契機

Bilingual Education in Taiwan: Challenges, Strategies, and Learning New Skills to Empower Tomorrow's Talents

研習手冊 Program Notes

2021.09.29(三) Wednesday, Sep. 29, 2021

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主講人 Keynote Speaker: Dr. Evelyne Delgado-Norris, Chicago State University, U.S.A
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國際學術論壇:臺灣雙語教育的挑戰、策略與契機

日期:110年9月29日(三)13:00~17:50

司儀:莊家雄助理教授(國立中山大學)

時時間 闇	議程
12:30-13:00	報到
13:00-13:10	開幕式
	專題演講:Preparing the Global-Minded Citizen: Multilingualism,
13:10-13:30	Intercultural Competency, and Layered Literacies
13:10-13:30	講者: Dr. Evelyne Delgado-Norris (Department of English, Foreign
	Languages & Literature, Chicago State University)
	專題座談一:建構完善的雙語校園環境
	主持人:趙可卿助理教授(國立中山大學)
13:30-14:45	講者:
13.30-14.43	(1) Dr. David Herman (學術交流基金會)
	(2) 謝東佑副教授(國立中山大學)
	(3) 李香蘭教授(國立中山大學)
	專題座談二:提升全英語課堂中的多元文化意識
	主持人:許家豪助理教授(國立中山大學)
14:45-16:00	講者:
	(1) 林怡弟教授(淡江大學)
	(2) 陳其芬副教授(國立高雄科技大學)
	(3) 朱介國副教授(德明財經科技大學)
	專題座談三:有效的全英授課與學習策略
	主持人:陳瑞華助理教授(國立中山大學)
16:00-17:40	講者:
	(1) 王雍智教授(日本創價大學)
	(2) 李英德教授(逢甲大學)
	(3) 吳志康副教授(國立高雄科技大學)
	(4) 藍蕾副教授(國立臺北大學)
17:40-17:50	閉幕

International Academic Forum

Bilingual Education in Taiwan:

Challenges, Strategies, and Learning New Skills to Empower Tomorrow's Talents

Date: Wednesday, September 29, 2021 (13:00-17:50) Master of Ceremony: Dr. Charlie Chuang, National Sun Yat-sen University

Time	Agenda
12:30-13:00	Registration
13:00-13:10	Opening Ceremony & Welcome Remarks
	Keynote Speech: Preparing the Global-Minded Citizen: Multilingualism, Intercultural
13:10-13:30	Competency, and Layered Literacies
15.10-15.50	Speaker: Dr. Evelyne Delgado-Norris (Department of English, Foreign Languages &
	Literature, Chicago State University)
13:30-14:45	Panel Discussion I: Building an Engaging Bilingual Campus
	Moderator: Dr. Koching Chao, National Sun Yat-sen University
	Speakers:
15.50 11.15	Dr. David Herman, Fulbright Taiwan
	Dr. Tong-Yu Hsieh, National Sun Yat-sen University
	Dr. Virginia Shen, National Sun Yat-sen University
	Panel Discussion II: Fostering Multicultural Awareness in the English Classroom
	Moderator: Dr. Chiahao Hsu, National Sun Yat-sen University
14:45-16:00	Speakers:
11.15 10.00	Dr. Yi-Ti Lin, Tamkang University
	Dr. Chi-Fen Emily Chen, National Kaohsiung University of Science and Technology
	Dr. Jeff Zhu, Takming University of Technology and Science
	Panel Discussion l III: Effective Strategies for English Medium Teaching and Learning
	Moderator: Dr. Jui-Hua Chen, National Sun Yat-sen University
	Speakers:
16:00-17:40	Dr. George Wang, Soka University, Japan
	Dr. Ying-Te Lee, Feng Chia University
	Dr. Kenny Wu, National Kaohsiung University of Science and Technology
	Dr. Rae Lan, National Taipei University
17:40-17:50	Closing Ceremony

【專題演講 Keynote Speech】

Preparing the Global-Minded Citizen: Multilingualism, Intercultural Competency, and Multi-Layered Literacies

【專題講者 Keynote Speaker】 Dr. Evelyne Delgado-Norris, Chicago State University, U.S.A

講者簡介 Biography

Dr. Evelyne Delgado-Norris is Associate Professor of Foreign Languages at Chicago State University teaching courses in Languages and Cultures, Women's Studies, and Methods of Teaching Foreign Languages. She holds a B.S in Economics (Chicago State University) and a Ph.D. in French and Cultural Studies (Northwestern University). Her research and publications center on foreign language teaching and intercultural communication, language for professional purposes, integrating technology in foreign language teaching, and women's studies. In addition to teaching, she was a technical consultant for USAID/CSU grant-funded project for dual-language pedagogy and assessment training of teachers in Ghana (West Africa). As the daughter of a former diplomat, Dr. Norris grew up crossing borders and languages, adapting and incorporating the best of many cultures.

演講內容概要 Synopsis

Dr. Evelyne Delgado-Norris will speak about the 3 pillars for developing global-minded citizens from a personal, pedagogical, and research-based perspective. Multilingualism and intercultural competency will be viewed as key for communicating within and across borders, exchanging ideas, collaborating in all fields of human existence, and solving pressing local and global issues. In addition, heightened technological advances are transforming the circulation of messages and images creating "new terrains of culture" which will require multi-layered literacy development (the third pillar) in a global information environment.

Preparing the Global-Minded Citizen: Multilingualism, Intercultural Competency, and Multi-Layered Literacies

Dr. Evelyne Delgado-Norris Chicago State University







You can communicate with me at enorris@csu.edu

Preparing the Global-Minded Citizen: Multilinguism, Intercultural Competency, and Multi-Layered Literacies





The world is flat.....

- world is being flattened with more and more people able to communicate, circulate, cooperate, and compete in real time;
- technology -with the internet and other tools- has resulted in the ability for people, nations, and corporations to interact, tackle daily challenges, but also complex world challenges;
- educators at all levels (from elementary school to the college classrooms) are crucial in preparing the next generation to thrive in multicultural and complex societies locally and internationally



The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines the goals of a global education in these words:

- an understanding of interconnectedness with others from around the globe;
- an increased knowledge of how economies, cultures, environments, governments, and geography affect all citizens;
- the cultivation of skills, attitudes, and values that promote collaboration;
- actions that develop a socially just and sustainable world.



Multilingualism

Intercultural competency

Acquisition of multi-layered literacies



Multilingualism

Knowing or using one or more national languages and one or two major languages in order to engage with a larger international community, obtain information and act on the global scene in many different areas.

our "flat world" enables multilingual communication, but it also greatly encourages and is in turn facilitated by the development of a lingua franca.....

English!

_

English as a lingua franca

- In 2021, there were around 1.35 billion people worldwide who spoke English either natively or as a second language
- English is spoken by over 1.75 billion people worldwide
 - speakers in formerly colonized nations in Africa and Asia
 - millions of people around the world have studied English as a second language and can effectively function in the language

(statista.com)

Some resistance….

- English as a lingua franca reinforces linguistic hegemony, "swallowing up national organisms" (Phillipson, 2008).
- English as a global language threatens the existence and use of minority and other national languages (May, 2006)

Multilingualism in a globalized world:

- maintenance, knowledge, and use of national languages along with other global languages such as English;
 - viewing language as a social practice and understanding how we can best function through the complexities of the global and the local;
 - preparing institutions as early as elementary schools all the way up to higher education to launch effective "balanced bilingual" (or multilingual) programs that are not to the detriment of native tongues.

11

10

Interculturality

What is the "culture" ?

"Culture is an intricate system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyle of the people who make up a cultural group, as well as the artefacts (literature, music, art, etc.) they produce and the institutions they create" (Liddicoat, Papademtre, Scarino & Kohler, 2003).



Intercultural Teaching

- Teach students how to identify the visible and the *invisible cultural features* of another language and other people;
- Teach students about their own language and culture by *contrasting* it to the target language and culture.
 - Teach students how to distance themselves from their own language and culture and see them for what are - *just one possible world view but not the only world view.*
- Teach students how to navigate and respond in culturally specific contexts (using experiential learning, case studies, etc.).



A Global Approach in Teaching Culture Pay special attention to the concept of "systems" and "interdependence" and emphasize that problems, choices, and solutions are interconnected and must be dealt with in an integrated manner; View all subject areas as sources of data and not be limited to traditional content or sources of information;

- Include the study of important global issues at levels of sophistication appropriate to the students and according to their interests;
- Concern itself with informal, out-of-school learning and use local/global communities as mini-labs;

Feature cross-cultural awareness and consideration of other people's perceptions of issues and realities in a multiethnic, pluralistic society and the world.

- (Thomas H. Collins)

Multi-Layered Literacies

"Individuals in a modern society need to learn how to construct knowledge from multiple sources and modes of representation."

-(Seel, 2012)



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Multi-Layered Literacies, cont.

- > Information literacy
- > Visual literacy
- > Media literacy
- > Digital literacy
 - Multimodal literacy

On the importance of interdisciplinarity

In our age of specialization, discipline-specific skills are important, but when students -and eventually our future workforce-are able to make connections across an array of knowledge(s) and skills, new ways of thinking are produced to solve often complex issues locally, nationally, and globally.



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Conclusion

The world is changing at a rapid pace and the role of educators will be crucial in preparing the next generation to function in diverse milieux locally and globally. Global preparedness will involve being equipped to participate in multilingual communities locally and around the world. In our hyper digitally linked world, global preparedness will also involve being able to "read" the world and process information critically and across disciplines to solve many of the challenges we face today.



【專題座談一】Discussion Panel 1 建構完善的雙語校園環境 Building an Engaging Campus

【講者 Speakers】

Speaker 1: Dr. David Herman | 學術交流基金會 Speaker 2: Dr. Tong-Yu Hsieh 謝東佑副教授 | 國立中山大學 Speaker 3: Dr. Virginia Shen 李香蘭教授 | 國立中山大學

講者簡介 Biography <u>Speaker1: Dr. David Herman</u>

David Herman is an English teacher and teacher educator from Washington state, USA. He has degrees in Elementary Education; Teaching English to Speakers of Other Languages; and Language, Literacy, and Technology. He has taught in elementary schools, junior high schools, universities, and adult language centers in the US, China, Taiwan, and Estonia. He currently works as Fulbright Taiwan's Bilingual Education Advisor helping public school teachers transition to bilingual models of education.

內容摘要 Abstract

In this session, Dr. Herman will share insights from his experiences and observations teaching and training teachers across Taiwan. He will provide examples from his past work as a Foreign English Teacher around multiple counties, and his current work as Fulbright Taiwan's Bilingual Education Advisor, to provide considerations for developing English/Mandarin bilingualism within school contexts. The focus will be on providing practical suggestions for increasing and optimizing students' visual and auditory exposure to comprehensible English input throughout the day, both inside and out of the classroom.

Building an Engaging Bilingual Campus

Creating a Language-Rich Bilingual School Environment

Presenter: David Herman, Ph.D. Bilingual Education Advisor Fulbright Taiwan

My Background

Education:

BA Elementary Education, Washington State University (WSU)

MA TESOL, Eastern Washington University

Ph.D. Language, Literacy, and Technology, WSU

Teaching:

- Elementary, junior high, university, language center
- US, China, Estonia, Taiwan



My Background in Taiwan

Previous: Foreign English Teacher

- Elementary schools (Miaoli, Kaohsiung)
- Junior high schools (Hualien, New Taipei City)

Current: Bilingual Education Advisor, Fulbright Taiwan

- Duties: help Fulbright ETAs support public elementary and junior high schools transition into bilingual education

Agenda:

- Challenges to building a bilingual campus
- Possible Solutions
 - Enhance the English they see
 - Enhance the English they hear

Challenges to Building a Bilingual Campus

- Limited English proficiency of both students and teachers.
- **Limited confidence** in English proficiency by both students and teachers.
- **Limited** foreign language teaching **experience** of many foreign teachers.
- Limited contact with students by foreign teachers.

Why Should Students Speak English At School?

Schools should focus on creating and supporting a language-rich bilingual school environment for students.

This can help students strengthen their foundations of English and feel more comfortable engaging within an English environment.

This can be done by emphasizing receptive language (reading and listening) skill development by strengthening and supporting the use of **environmental print** and **environmental audio** throughout campus.

One Way to Support A Language-Rich Bilingual School Environment:

Environmental Print

Print-Rich Environment (Environmental Print)

Environmental print is written language found throughout students' environment (campus).

This includes:

- Signs, posters, murals, words printed on clothing and backpacks, logos etc.



Print-Rich Environment (Environmental Print)

Environmental print can be a good way of supporting learners' development of print concepts.

English environmental print already exists on many school campuses.

Unfortunately, as far as I have experienced, bilingual signs only useful for foreign teachers who can't read Chinese, and translated school mottos and phrases written on stairs are incomprehensible to most students and therefore only provide decoration.

Common Places to See English Environmental Print





Common Places to See English Environmental Print



Rules for Environmental Print

Make sure it is visible.
 If students can't see it, they can't/won't read it (decoration).
Make sure it is age appropriate.
 This presentation's content could work in secondary school, but the style would likely be viewed as too childish.
Make sure it is ability level appropriate.
 Don't post language/translations that even the teachers can't understand.
Make sure it is relevant to the context.
 Environmental print should reflect and describe the active learning environment. Don't post random things just for decoration. Take things down when they stop being relevant.
Make sure print is taught/supported/reinforced.
 Students should be directly introduced to posted content, taught what it means, taught how read it, taught how to use it. These are teaching aids, not just decoration.
Involve students in its creation whenever possible.
• Student work can be posted, students can illustrate posters, students can help decorate
their classrooms or halls. This helps they take ownership.

How Can We Increase the English Students See Each Day In A Practical Way?

Topical Displays

Topical displays can introduce students to language and culture that may be specific to a particular time of year (holidays, seasons, anniversaries, events).

These can be put up a month in advance and should be taken down shortly after the event.



Phrase-of-the-Week

Topical phrases can be introduced to the school during weekly assemblies.

Past weekly phrases can remain posted on a designated wall of the school for review.



School and Classroom English Libraries

Access to, introduction to, and encouragement to read English story books, including graded readers, are major components to students' English literacy development.







Another Way to Support A Language-Rich Bilingual School Environment:

Environmental Audio

Auditorily-Rich Environment (Environmental Audio)

This includes the aural language students' hear throughout the day.

This can come from people or through electronic sources.



Auditorily-Rich Environment (Environmental Audio)

Environmental audio can be a good way of supporting learners' listening development.

English environmental audio, as far as I have experienced, is not so common. I have seen some schools play English songs over the PA for their students, but I haven't seen schools actively support students' comprehension of such audio.

Common Places Students Hear Language At School

- In class (from teachers, ebooks, classmates)
- On the playground (from classmates)
- **During announcements** (over PA system)
- At assemblies (from school leaders)



Rules for Environmental Audio

- Make sure it is clearly heard.
 - If they can't hear it, they won't listen to it (background noise).
- Make sure it is age appropriate.
 - Songs meant for small children may not appeal as much for older learners.
- Make sure it is ability-level appropriate.
 - If it's too difficult, they won't pay attention. Make sure audio is accessible to most students.
- Make sure it is relevant to their context.
 - Environmental audio should reflect and describe the active learning environment (e.g. cleaning song, teeth brushing song). Don't play random audio just for decoration.
- Make sure audio is taught/supported/reinforced.
 - Have teachers first introduce the lyrics to a song. Show the YouTube video in class before they listen to just the audio over PA.
- Create routines
 - Repeated songs (across days or weeks) can support comprehension, especially when further assisted by a teacher.
- Broadcast at an appropriate time
 - Do not disrupt students' learning environment with unnecessary noise.

How Can We Increase the English Students Hear Each Day In A Practical Way?

Example of an Audio-Rich School Day

- Morning cleaning (good morning song)
- Class meeting (morning announcement routine)
- Passing periods (take a break song)
- Lunch (ICRT News Lunchbox)
- After Lunch Break (brush teeth song)
- Cleanup period (cleaning song)
- School out (goodbye song)
- * Consider changing songs every 6 weeks.



Can be a **school-wide** event.

An English teacher can lead the school over PA system.

Homeroom teachers can lead their students to follow the PA routine using their class poster.






Storytelling

Whole School Read-Alouds

Teachers can read a short story (>5 min) to the whole school during weekly assemblies.

Read-alouds can build listening skills and help familiar students with intonation, pacing, and pitch.



Epic! Books



Fulbright Taiwan Storybook

Written and illustrated by Fulbright Taiwan ETAs

Free to download or can order print copies



Music



American English (americanenglish.state.gov)

Classic children's songs, traditional songs, and original music.

Free mp3 downloads, song lyrics, posters, and classroom activities.





Sing Out Loud Children's Songs

Sing Out Loud Children's Songs CD includes popular children's songs in the U.S.A. Several posters accompany the individual Sing Out Loud Children's Songs.

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The Alebahat Cons	-
The Alphabet Song	E
Over the River and Through the Woods	
'm a Little Teapot	
Hickory Dickory Dock	
Twinkle, Twinkle, Little Star	
Mary Had a Little Lamb	
One. Two, Buckle My Shoe	
Bingo	
Hush Little Baby	
The Happy Song	
Head, Shoulders, Knees, and Toes	
Are You Sleeping?	
Hokey Pokey	

Radio Programs

Taiwanese English Radio Programs (ICRT)



Taiwanese English Radio Programs (NER) Mational Education Radio 七、全民運動 口說英語通-臺灣篇 Audio programs can be played over PA or in 寬法英語 classrooms. 英語大玩咖 Magic English-Window on t... Engcredible 英語奇育記 主持人:Wendy 主持人:曾麗娜Lina、李壹明Joe 主持人:台師大教育學系 - 王力億、林君億. 每週一17:20-18:00 每週五14:05-15:00 每週四17:20-18:00 NKNU雙語廣播節目 **《高師**)世界 NKNU • Global Voices The World on the Air Fun English 瘋英語 高師i世界 口說英語通 English All Pass 主持人:曾麗娜Lina、李壹明Joe 主持人:國立高雄師範大學主持群、鄒蕙蘭 主持人: 齊斌

每周万15:05-16:00



Why I Support These Suggestions

Practical: A few teachers can impact the whole school (doesn't require all teachers to speak English).

Impactful: Can greatly increase students' regular exposure to English.

Constant: Print can remain posted, and audio can be played daily.

Low-Pressure: Does not create social discomfort.

Fairly Low-Cost: Shouldn't require special purchases.

Thank you!

If you have any questions, feel free to email me at dherman@fse.fulbright.org.tw

講者簡介 Biography

<u>Speaker 2: Dr. Tong-Yu Hsieh</u> 謝東佑副教授

Dr. Tong-Yu Hsieh received the B.S. and Ph.D. degrees in Electrical Engineering from National Cheng Kung University, Tainan, Taiwan, in 2004 and 2009, respectively. He was also a Visiting Scholar with the Department of Electrical Engineering, University of Southern California, Los Angeles, CA, USA, from 2008 to 2009. He joined as a Faculty Member with the National Sun Yat-sen University, Kaohsiung, Taiwan, in 2011, and is currently an Associate Professor with the Department of Electrical Engineering and also the Associate Vice President of The Office of Academic Affairs. His current research interests include teaching practice research as well as design and test of very large scale integration (VLSI) IC design. Dr. Hsieh has received numerous awards over the years: the 2017 NSYSU Superior Teaching Award, the 2018 TICD (Taiwan IC Design Society) Distinguished Young Scholar Award, the 2018 IEEE Tainan Section Best Young Professional Member Award, and the 2020 IEEE Tainan Section Macronix Award.

內容摘要 Abstract Building Engaging Bilingual NSYSU Tong-Yu Hsieh

International Academic Forum, NSYSU, September 29, 2021

In response to the growing demand for international talents, National Sun Yat-sen University (NSYSU) held a Level-1 and Level 2 Administrative Director Consensus Camp in 2019 in which assembly, "listing in the Top 200 in the Academic Ranking of World Universities by 2030" was set as the 2020-2024 development goals for the university, along with achieving full internationalization, improving students' English proficiency and international mobility, and fostering social elites and leaders with full English ability. In this discussion talk, we will share NSYSU's strategies for developing a diversified, effective, and internationally competitive educational system, aimed at building NSYSU one of the world's leading bilingual universities. These strategies cover the aspects of all-English undergraduate degree programs, expansion of EMI courses, quality assurance, supports for student learning and faculty teaching capacity, international engagement and infrastructure of bilingual campus. Interesting and valuable findings will also be presented for further discussion and study. We hope this sharing can stimulate deeper thoughts and discussions on how to build an engaging bilingual campus.





























NSYSU The BEST Program EMI Professional Development Certificate Pro					
	Entry	Junior	Senior		
Key Teaching Competencies	 Mastering EMI key concepts, syllabus design and teaching tips Fluent delivery of EMI lectures and lessons Developing appropriate EMI assessment strategies 	 Developing understanding of innovative instructional approaches for EMI Enhancing discussions and higher order thinking in EMI Developing intercultural competence for EMI teaching 	 Developing peer mentoring strategies and skills Mastering advanced EMI pedagogy for teaching innovation 		
Option I	<courses> 1.Introduction to EMI 2.EMI Lecturing Strategies and Language Use 3. Assessment in EMI</courses>	Courses> Innovative Pedagogy for EMI and Model Lessons Discussion and Scaffolding Strategies for EMI Instructors Intercultural Communication in EMI 	<courses> 1. Strategies for EMI Peer Mentoring 2. Professional Class Observation Skills</courses>		
	Participate in EMI Teaching Community				
	Micro-teaching	Classroom Observations	Peer Mentoring		
		"Certificate in EMI Skills" organized by Cambridge Assessment English	Online EMI courses offered by OPEN Program or 5-day EMI workshop organized by British Council		

Faculty Online EMI Courses Exploratory x Practical x Interdisciplinary x International					
OPEN Program	Certificate in EMI Skills				
• Developed by U.S. academic institutions and experts in the field of Teaching English to Speakers of Other Languages (TESOL).	Developed by the Cambridge Assessment English.				
 8-week course; 10-12 hours per week This course will help teachers re-develop 	 A 40-hour online teaching course which includes 8 modules with 5 hours of online study 				
existing courses or create new ones that use English as the Medium of Instruction (EMI).	 Each focuses on the different situations in which lecturers interact with students or other professionals. Language to helps lecturers to use strategies which engage and support students 				









講者簡介 Biography

Speaker 3: Dr. Virginia Shen 李香蘭教授

Dr. Virginia Shen, a senior academic professional with extensive teaching and administrative experiences in the U.S., specializes in Foreign Language Teaching and Learning, Cross-Cultural Studies, Hispanic Women Writers, Spanish American Literature and Culture, as well as U.S. Latinx Literature and Culture. In addition to scholarly pursuits, Dr. Shen also took on numerous scholastic and community leadership positions in the United States. Dr. Shen joined the faculty of Si Wan College at the National Sun Yat-sen University in 2020 where she teaches English enhancement courses to develop and enhance students' English language skills, global views, and international competiveness. Dr. Shen assumed the positions of CEO of the Center for EMI Teaching Excellence and Associate Dean of Si Wan College in August 2021 in support of the university's goal of building a bilingual campus.

內容摘要 Abstract

Cultivating Tomorrow's Talents and Building a Bilingual Campus Dr. Virginia Shen 李香蘭教授

To be in pace with the government's Bilingual Nation policy in 2030, schools at all levels have strived to design innovative English language curriculum to develop students' communication skills, integrating at the same time multicultural education to equip students with the skills necessary to function successfully in a diversified society. Based on the core duties of the newly established Center for EMI Teaching Excellence at Si Wan College, National Sun Yat-sen University, the presenter will discuss the innovative English General Education curriculum and the EMI enhancement program planning undertaken by the Center, as well as the wide range of extra-curricular English activities of International Salon at Si Wan College.













Diversified Learning 1. Thematic Oral Presentation Contest through multimedia (1st semester, 2021) 2. Writing Contest for different levels (2nd semester, 2021) 3. Si Wan International Salon Language Enhancement Programs -English Table -International Corner English Lecture Series -Workshops, festive celebrations & board games -English Plaza














































Conclusion

It is our expectation that the undertaken measures and programs will result in the creation of a friendly English learning environment. This accessible, engaging, and inclusive environment will effectively assist students in improving their listening, speaking, reading, and writing abilities and expand their global views and cultural competence.





【專題座談二】Discussion Panel 2 提升英語課堂中的多元文化意識 Fostering Multicultural Awareness in the English Classroom

【講者 Speakers】 Speaker 1: Dr. Yi-Ti Lin 林怡弟教授 | 淡江大學 Speaker 2: Dr. Chi-Fen Emily Chen 陳其芬副教授 | 國立高雄科技大學 Speaker 3: Dr. Chu, Chieh-Kuo 朱介國副教授 | 德明財經科技大學

講者簡介 Biography

Speaker1: Dr. Yi-Ti Lin 林怡弟教授

Dr. Yi-Ti Lin obtained her Ph. D. in English from Tamkang University in 2005. She is a Professor of the Department of English at Tamkang University where she has been a faculty member since 2006.She also serves as the Chair of the Department of English since 2019. Before she joined Tamkang University, she worked as a lecturer at WuFeng University and as an assistant professor at National Taipei University of Business. She has taught courses, such as English Oral Training, Translation, Second Language Acquisition, among other, and has taught at the bachelor, master's and doctoral level. Her research interests include cross-cultural communication, motivation and learning engagement, and second language acquisition.

內容摘要 Abstract

Culture is a way of life and how people behave, act, and think vary in certain degrees from culture to culture. In order to be part of the global village, students should get a head start on developing multicultural awareness in the English classroom. English is the most widely used medium of interaction and learning English enables students to communicate with people from other cultures. As the world becomes more connected, knowledge of English and possession of multicultural competence are essential in preparing students for global mobility. There are three major dimensions of multicultural competence, awareness of one's own culture, knowledge and awareness of various cultures, and appropriate cross-cultural communication skills. Thus, it is important to be sensitive, respect and be aware of individual and cultural differences around us. I would like to share a course that aims at developing students' multicultural competence by offering international collaboration among Japanese, Korean, and Taiwanese university students. Based on the elements of cooperative learning, the students from the three countries met online seven times in a semester using Skype for Business and worked on a project together. Over the seven joint sessions, they brainstormed for ideas, shared resources, found supporting evidence, prepared for a presentation, and delivered a presentation. After the collaboration, the students indicated that they have become more flexible and would change their behavior and adapt to their Japanese and Korean group members during the interaction. They also gained in-depth knowledge about their own culture by looking into details which they have taken for granted. They

realized that although there are similarities and differences between them, they should respect individual and cultural diversity. Most importantly, interacting with culturally different students had fostered cross-cultural communication skills, and they now have more confidence in using English to communicate with students from other countries. The overall outcome of the course revealed that the students not only enjoyed the course, but felt that their English ability had improved and their multicultural competence was also enhanced. Multicultural competence can be taught, and offering an opportunity for the students to work with other students from various cultural backgrounds is effective in enhancing their multicultural awareness and competence.

Keywords: multicultural awareness, multicultural competence, crosscultural communication, cooperative learning. Developing Multicultural Competence by Implementing International Collaboration in an English Oral Training Class

Yi-Ti Lin, Professor, English Department, Tamkang University



03

CREATIVE

02

EARNI



Working Schedules











Elements of Cooperative Learning	Arrangements							
1. Positive interdependence	Group members must work together and do a project on social issues, cultural issues, or topics on education.							
2. Online face-to-face interaction	Group members use Skype for Business and "meet online to discuss their project.							
3. Accountability	Each member is responsible for a part of the presentation and they must work together to put forth a final presentation.							
4. Team formation	Groups are formed according to topic of interest. Max. 6 members per group.							
5. Team size								
6. Cognitive development	Developing multicultural awareness and competence. Developing interaction skills and strategies.							
7. Social skill development								
8. Group processing	Reflect on one's own and group member's performance.							







42 ²³ 10 10 10 10 10 10 10 10 10 10 10 10 10 1	Interactant Respect							
	Find common ground							
	Develop multicultural awareness							
	Share similarities and differences							







講者簡介 Biography

Speaker 2: Dr. Chi-Fen Emily Chen 陳其芬副教授

Education

- Ph.D. in Language in Education, Curriculum and Instruction State University of New York at Albany, U.S.

Areas of Specialization

English Language Teaching, Business English, Pragmatics Discourse Analysis, Cross-Cultural Communication

University Administrative Services

- Chair of the Department of English 系主任 (Aug. 2019 present)
- Secretary General of the University 主任秘書 (Aug. 2014 Jan. 2018)
- Dean of Student Affairs 學務長 (May 2010 July 2014)
- Chair of the Department of English 系主任 (Aug. 2006 July 2008)
- Member of the Advisory Board for Foreign Language Education in TaiwanTechnical High Schools, Ministry of Education 教育部技術型高中 外語群科中心諮詢委員 (Aug. 2008 - present)

Honors

- Outstanding Teaching Award 「卓越教學獎」, by the University, 2020
- Outstanding Teaching Award 「卓越教學獎」, by the University, 2019
- Excellent Teaching Award, by the University 「傑出教學獎」, 2018
- Distinguished Educator Award, by the Ministry of Education 教育部「師鐸獎」, 2015
- Excellent Teaching Award, by the University 「傑出教學獎」, 2014
- Excellence in Educational Administration Award, by the Ministry of Education 教育部「優秀教育人員」, 2012

內容摘要 Abstract

Teaching EMI classes in Taiwan is never just a change of medium of instruction from Mandarin to English. This is particularly true when EMI classes consist of both Taiwanese students and international students, for they may have different cultural values and beliefs about how a class should be appropriately conducted. According to the statistics from Taiwan's Ministry of Education, there were more than 60,000 international degree students each year over the past three years. It is urgently important, therefore, to foster multicultural awareness for both instructors and students in EMI classes.

In this talk, I will use a classroom interaction approach to discuss 1) the interaction between Taiwanese instructors and international students and 2) the interaction between Taiwanese students and international students in EMI classes. Common issues in classroom interaction, such as teacher questioning and feedback to students' responses, turn taking patterns (e.g., overlapping, interruptions, and pauses), topic control and shift, silence, correction, and use of linguistic politeness will be addressed from a multicultural perspective based on existing literature and my own EMI teaching experience in the multicultural classroom. Central to these issues is probably a multicultural understanding of different views of teaching and learning as well as different ways of identity construction of teachers and students.

Multicultural diversity in EMI classes should be regarded as an asset, which can help students to expand cultural insights, improve critical thinking skills from multiple perspectives, and foster acceptance and tolerance of different cultural values and behaviors. However, when not treated with care, multicultural diversity may also create tensions or problems among students or between the instructor and students. At the end of this talk, hence, pedagogical implications with a focus on multicultural classroom interaction will be provided in order to help EMI instructors to meet challenges arising in culturally diverse classes and create a more effective EMI learning environment.

講者簡介 Biography

<u>Speaker 3: Dr. Chu, Chieh-Kuo 朱介國教授</u>

Chu, Chie-Kuo

Have more than thirty years of teaching experience.

Work Experience

Associate Professor of Takming University of Science and Technology

 \cdot Chairman of General Education Center TMUST

Education

• PhD in Chinese Literature

Chinese Culture University Dissertation title: "Research on Ku Hung-ming's Idea of Kingliness"

• MA in Chinese Literature

National Taiwan Normal University *Thesis title*: "The Regulations of Taking Images in Six Lines of I Ching"

• BA in Chinese Literature

National Central University

內容摘要 Abstract

Due to the opposition of students and the fear of teachers, bilingual education is still difficult to implement in Taiwan. Yet, it has been reported that National Chengchi University once advocated teaching various courses in English. Its president even said that First-Year Chinese courses could be taught in English. Once I met a Chinese teacher. She told me she taught First-Year Chinese courses in English when she was a faculty member at Yijiang University. In her instruction, she used the English version of Chinese literature as a text. Initially, I thought it was new and exciting, but afterwards, I realized it was another kind of English teaching. Nothing but a text translated from Chinese into English was taught to her students. The sophomore English textbook in our school once included an English translation of an ancient Chinese fable called "Sai Weng Si Ma". This is not bilingual education but for another type of English instruction. To avoid being caught in this predicament outlined above, and based on my teaching experience and the students I met, I developed several teaching methods to be devoted to bilingual instruction. English happy wording, English bingo, English crosswords, listening to English and choosing the right answer (on Quizizz platform), English nouns permutations and combinations (on Kahoot platform), and a joint exhibition of English photography and literature between teachers and students. I intend to present the teaching strategies of the six bilingual teaching methods in this essay and to exchange opinions with participants to rectify the deficiencies.



















Word Search puzzle													
Choose the countries I hint at													
Α	C	S A	0	L	H	G	D	G	L	E	R	N	
R	Α	M	A	R	I	K	0	Ρ	D	Т	I	A	有 15 個國家 (請劃出來,並用中文填在空格裡)
U	N	0 1	N	I	Η	R	0	Ε	0	Н	0	I	東北亞:1個日本
S	Α	C S	L	T	Α	Α	0	s	N	I	0	D	東南亞:1個 泰國
s	D	PL	N	H	N	M	D	W	Ε	0	Ε	N	南亞:1個 印度
I	Α	E C	I	T	Α	N	I	A	I	Ρ	Y	I	
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https://thewordsearch.com/puzzle/2726090/													







The Conclusion

A different kind of bilingual education.

A bilingual education for the common students.

Considering the students are very concerned about my putting English materials in non-English courses.

To invent some English-related general education courses.

Students can understand English outside the English courses.

more or less help enhance their English ability.

【專題座談三】Discussion Panel 3 有效的全英授課與學習策略 Effective Strategies for English Medium Teaching and Learning.

【講者 Speakers】

Speaker 1: Dr. George Wang 王雍智教授 | 日本創價大學 Speaker 2: Dr. IngTe Lee 李英德教授 | 逢甲大學 Speaker3: Dr. Kenny Wu 吳志康副教授 | 國立高雄科技大學 Speaker4: Dr. Rae Lan 藍蕾副教授 | 國立臺北大學

講者簡介 Biography

<u>Speaker1: Dr. George Wang 王雍智教授</u>

Current Positions (現職)

- Professor in Business and Economics (Tenured), Soka University, Japan (2015-Now)(日本創價大學國際教養學部商學終身教授)
- Principal Investigator, "Sustainability Reporting and Corporate Financial Performance", JSPS, Japan (2019-2022) (日本研究計畫主持人)
- Highly Skilled Professional status, Ministry of Justice, Japan (2015-Now) (日本法務 部高度人材優遇)
- Adjunct Professor in Economics, Hosei University & Chuo University, Japan (2016-Now)(日本法政大學、中央大學兼任教授)

Education (學歷)

- PhD in Finance and Economics, Imperial College London, University of London, UK, 2004 (英國倫敦大學帝國理工學院財務金融博士)
- MBA in Finance and MIS, University of Connecticut, USA, 1994 (美國康乃迪克大 學企業管理碩士)
- BA in Economics, National Chengchi University, Taiwan, 1989 (台灣國立政治大學 經濟學士)

Academic Experience (學術經驗)

 Associate Professor in Economics & Director of China Program, University of Colorado Denver, USA, 2013-15 (美國科羅拉多大學丹佛分校經濟系副教授兼中 國項目主任)

- Assistant Professor in International Business, National Kaohsiung University of Applied Sciences, Taiwan, 2006-13 (前國立高雄應用科技大學,現國立高雄科技 大學國企系助理教授)
- Visiting Professor, University of Wisconsin-La Crosse (2008-09); International University of Kagoshima, Japan, 2009 (美國威斯康辛大學拉克羅斯分校&日本鹿 兒島國際大學訪問學者)

Industry Experience (業界經驗)

- Financial Director, Feng-Tay Enterprise Co, plc, 1999-2000 (豐泰企業 [上市代 碼: 9910] 財務協理)
- Investment Analyst, Cathay Life Insurance Co, plc, 1991-92 (國泰人壽 [上市代碼: 2882] 投資分析師) 3. Research Associate for Internal Revenue Services (IRS), USA (美國國稅局) CV #2

Research Publications (學術研究)

 Publish over 20 research papers in the peer-reviewed academic journals, indexed by major research databases, e.g., SCImago, EI, EconLit, SCOPUS, EBSCO, ProQuest, CSSCI, and TSSCI.(發表二十餘篇期刊論文)

Research Grants (研究獎助)

- 2-times 3-year projects, Principal Investigator, Japan Society for Promotion of Science, Japan (JSPS,日本學術振興會)
- 1-time NSF project, Co-investigator, National Science Foundation (NSF), USA (美 國國家科學基金會)

 4-times projects, Principal Investigator, Ministry of Science and Technology, Taiwan (台灣科技部)

Current Research Topics (研究領域)

- Sustainability, Corporate Social Responsibility, Sustainability Reporting, and Firm Performance (ESG, 企業社會責任,企業責任報告,與財務績效)
- 2. ESG, Style and Portfolio Investment (ESG 永續投資投資風格與投資組合)
- 3. Corporate Governance (公司治理)

內容摘要 Abstract

Title: Teaching content courses in English to Non-Native English Speakers

Teaching content courses in English has been a very important trend in higher education in Asian countries in recent years. Japan, in particular, initiated a "Top Global Universities" project in 2010, encouraging each university to offer at least one English-medium undergraduate program. Since most students are non-native English speakers in Asian countries, instructors are suggested to be mindful in formulating content courses and accommodating cases/examples to the local environment. Based on my unique work experience, this presentation suggests three important concepts when teaching content courses to non-English-speaking students, that is, globalization, core values, and active learning. First of all, the idea of globalization, not equivalent to westernization, is referred to as treating the whole world as one and recognizing the equal contributions of each culture. Secondly, when teaching content courses, it is crucial for instructors to emphasize on core values, which in recent years include sustainability, academic freedom, and concerns for humanity. Lastly, instructors are encouraged to embed active learning methods into course structure. Of all the active learning methods, case study approach particularly centers on engaging students to active participation, which is especially popular in the business discipline. The specific procedure of implementing case study method is outlined in this presentation.

Keywords: globalization, core value, active learning.



Teaching Content Courses in English to Non-Native English Speakers

George Y. Wang

PhD in Finance & Economics (Imperial College London)

Professor of Business & Economics Soka University, Japan

MAIN AGENDA

- Globalization
 - Global contents and diversity
- Emphasis on core values
 - Sustainability, academic freedom, concerns for humanity
- Active Learning
 - Case study approach



GLOBALIZATION

- "Globalization is a process of interaction and integration among people, businesses, institutions, and governments of different countries in many aspects surrounding human lives." (Wang, 2019)
- Globalization ≠ westernization
- Total globalization means colorof skin-blind, passport-blind, and/or sometimes culture-blind.





Recognize differences in formal/informal institutions

• Instructors should try to understand students' differences in formal and informal institutions in a neutral manner.

• Example:

	China	India		
Political System	Authoritarian (Dictatorship)	Democracy		
Economic System	Command Economy	Market Economy		
Intellectual Property Right (IPR)	China does NOT protect foreign IPR	Mostly Protected		



Share common values and issues

- Example:
- Corporate social responsibility (CSR)
- Differences:
 - In China, one of the CSR missions is to be loyal to "the party", i.e. CCP.
 - In the Islamic world, it's immoral for a bank to charge interest on borrowers.
- Focus on common values
 - Sustainability/ESG (environmental, social, & governance)
 - Stakeholder's view







Ippudo, New York (up) & Ippudo, Paris (down)



EMPHASIS ON CORE VALUES

- Academic freedom
- Business ethics
- Democracy
- Market economy
- Concerns for humanity



Critical Thinking Case #1 – Business Ethics

- A visiting US executive finds that one of the firm's foreign subsidiaries in a poor nation has hired a 12-year old girl to work on the factory floor, in violation of the corporate policy regarding prohibition on child labor. He tells the local manager to replace the child and tell her to go back to school.
- The local manager tells the US executive from the headquarter that the child is an orphan with no other means of support, and she will probably become a street child if she is denied work.
- Question: What should the US executive do?

CRITICAL THINKING CASE #2 - DEMOCRACY

- In the "China vs India" case, China clearly outperforms India in terms of GDP per capita, as well as economic development.
- Questions:
 - Does it imply that democracy is NOT good for economic development?
 - Alternative question: Would you sacrifice Japan's democracy for faster economic development?



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Critical Thinking Case #3 – IKEA in Russia

- Politically, does Russia really have a democracy? Since 2004, Russia was downgraded from "Partly Free" to "Not Free" by Freedom House.
- As one of the largest foreign investors, IKEA has been frustrated by corruption. Since 2009, IKEA put on hold all new investment in Russia.
- Question: If bribery is common in a emerging economy, would you consider do it to make your business easier?



Case Study Approach

- The case study approach allows indepth, multi-faceted explorations of complex issues in their real-life settings.
- The value of the case study approach is well recognized in the many fields of social sciences, such as business, economics, law and policy. Particularly, this approach is highly recommended by the Association to Advance Collegiate Schools of Business (AACSB).






Discussion

- Grouping method
- Participate in in-group discussion
- Conduct a class discussion



Evaluation	
 Assign homework: essay or closed-form questions 	<u> Jiscussion Questions:</u> What is the main reason that the United States has 12 Federal Reseave Banks while most of the countries have only one central bank?
 Include the case into a quiz 	
 Revisit the case 	
	Why is one single interest rate a problem for the Euro zone countries, but not for the United States?
	16

Feedback

- Students reflect what they have learned from the case
- Be sure to summarize important points before closing the case



Some Additional Points about Teaching

- Create a few "peaks" in a teaching session
 - Demonstration
 - Relates to real-life examples
 - Grouping
- Balance lecture, discussion, and in-class activities
- Maintain a classroom logbook

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THANKYOU!

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George Y. Wang, PhD (Imperial College London)
Professor in Business and Economics, Soka
University

講者簡介 Biography

Speaker2: Dr. IngTe Lee 李英德教授

Physics Ph. D. from Rensselaer Polytechnic Institute, Troy, New York

PostDoc. Work at Univ. of Illinois at Champaign/Urbana.

➢ Feng Chia Univ(逢甲大學) School of Sciences(理學院)

(1996-2001) Head of Physics Center (物理中心主任) (2001-2003) Associate Dean (副院長)

- (Since 2000) Dept. of Photonics/full-time Professor (光電系/專任教授)
- Feng Chia University., International School of Technology and Management (國際學院)
- (2019-2021) Director of FCU-SJSU (San Jose State Univ.) EE 2+2
 program(聖荷西大學電機 2+2 學程主任)

EMI-related experience

- 1. EMI courses since 2017: Mechanics, Electromagnetism, Physics-Project
- 2. EMI courses since 2015: SIMULATION AND ANALYSIS OF MOLECULAR SPECTROSCOPE
- 3. Member of FCU's EMI course committee (全英課程審查委員會委

員)

4. MOE's 2014 Seeded EMI-teacher training program.

Teaching-related awards

2016: FCU's Campus Outstanding Teaching Award and FCU's Excellent Mentor Award.

2018: MOE's "Outstanding MOOC award" 磨課師標竿課程獎 "大學普

通物理手作坊".

內容摘要 Abstract

What are my strategies for the EMI Physics classes at FCU?

In an EMI class full of local students, English usually becomes an extra challenge in both learning and teaching. This situation can be even worse for traditional classes where students view themselves as audiences and/or do not have enough opportunities to engage in the lectures. In this talk, I will share some of my teaching methods in the Physics 101 classes for Engineer majors, such as utilizing the Newtonian Mechanics with MATLAB programing, analyzing the kinematic video of a spinner, identifying the noise in Beethoven's symphony, and many other hands-on activities. In addition to the delightful learning environment, students are guided in the presentation skills and teamwork spirit, and some of their successes have been partly verified by the gold/silver/bronze medals they won in both 2020 and 2021's National Physic Debate Competition.



中、重點培育學校(共4校,按照筆畫順序排序) 「序號 學校名稱 1. 國立中山大學 2. 國立成功大學 3. 國立臺灣大學 4. 國立臺灣新範大學 年號/學校名稱 學院名稱 [字號/學校名稱 學院名稱 [空/達甲大學 國際科技與管理學院 [nternational School of Technology and Management

My EMI Courses

- As a student : 9 (=6+3) years of Education/Work in USA.
 - 1) Physics Ph.D/Rensselaer Polytechnic Institute
 - 2) Post Doc./Univ. of Illinois at Champaign/Urbana
- As a professor : Dept. of Photonics/ISTM FCU since 2014.
 - 1) The EMI training summer workshop in UC Irvine (2014's summer)
 - 2) Teach selective courses for sophomores of Photonics' department:"Simulation and Analysis of Molecular Spectroscopy" (since Feb. 2015)
 - Teach Physics courses for freshmen students in ISTM 2+2 programs, Purdue_ECE, SJSU_EE and SJSU BA (since Sept. 2017)

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加州Irvine大學全英語教學精進課程(2014 July)

20 seeds in EMI teaching = 17 business/management + 2 bio-medical + 1 science





1.	Did I feel anxieties in handling the EMI courses?	Yes
2.	Did I feel not fully prepared for the EMI courses?	Yes

Did I feel the lack of self-confidence in speaking English in the EMI classrooms?
 Yes, all the time

My strategies for the EMI_Physics classes at FCU

A short answer: Don't wait until you think you are fully prepared! Just rolling up sleeves, facing the difficulties, trying to make some progresses each time, and meanwhile, ignoring the embarrassments!



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Abstract

In an **EMI class full of local students**, English usually becomes an extra challenge in both learning and teaching. This situation can be even worse for traditional classes where students view themselves as audiences and/or <u>do not</u> have enough opportunities to **engage in the lectures**.

In this talk, I will share some of my teaching methods in the Physics 101 classes for Engineer majors, such as utilizing the Newtonian Mechanics with <u>MATLAB</u> <u>programing, analyzing</u> the kinematic <u>videos</u> of a spinner, identifying the noise in Beethoven's symphony, and many other **hands-on activities**. In addition to the delightful learning environment, students are guided in the <u>presentation</u> skills and <u>teamwork</u> spirit, and some of their successes have been partly verified by the gold/silver/bronze medals they won in both 2020 and 2021's National

Physic Debate Competition.

Lower student's anxiety in English

• Let EMI courses be selective

• EMI(>70%) + CMI (<30%)

Face the fear/anxiety : https://youtu.be/jXKtDjEsM0M

此影片內個人隱私、請勿外流!



English aspect in NOT the issue in my talk

Examples of classroom English

- Shall we make a start then?
- What I'd like to do today is...
- OK everyone, today, we're going to look at...
- I'm going to divide the lecture into three parts...
- We're going to practice...
- "The main point I'd like to emphasize here is...",
- "The key issue at stake here is...";
- "What I am essentially arguing is..."
- Guys, I am going to pass out... Directions are up on the board.
- Are you with me? Are you following me?
- Does anyone want to summarize our last lesson?
- That's all for today!

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Quote from Richard (2017 Nov. 9th)

..."local EMI" teachers felt the English was not good enough and that they were scared they did not know how to run an effective EMI classroom.

I found that for the most part their English was sufficient, but there was a gap in their pedagogical understanding.

Examples in my EMI classes

Upgrading course contents does Lower the Anxiety in both English and Teaching

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If our students are not so motivated, so engaged in the EMI classrooms, then what....?



https://en.wikipedia.org/wiki/Classroom A classroom at Hainan Medical College, Haikou City, Hainan, China.



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KAHOOT does increase engagement



Tradugo agonale. Hard - 3+5 A where presentation. A ch. 2 (2+2) A ch. 2 (2+2) A model on contraine we

Teaching strategy--agenda

Explain agenda of each class at the very beginning!



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Teaching strategy — presentation



good moods help learning



See the difference?



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peer evaluation sheet

your. name.		е Р		Date	20	15
speaker namea				Dates	Date 2015	
	Evaluation	Do you agree?				
Terms -		5 .	5. 4.	3.	2.	1.
	aspects	(>90%)-	(7 5~89%) ⊧	(60~74%).	(45~59%)-	(<44%).
contents	I have learned something new	Ŷ	د.	8	ø	2
English	English: understandable- Chinese: not too	se:	Søt.	ş	æ.	¢.
	manye					

50% of score depends on peer evaluation

Good Q/A activity would earn extra score

學生英文能力有限, 講授時間拉長? 講授份量減低? 學習效率降低? 老師獨腳戲、課堂沉悶? 授課意見調查不佳?

Less is More Offer something real and fun Motivate self-learning

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Lots of contents in science/engineering are important, useful, but tedious as well, especially those involving math! For example:

Fourier theorem A given function f(x) defined over $|x| \le L$ can always be expressed as the summation of an infinite number of discrete sinusoidal functions:

$$f(\mathbf{x}) = \frac{a_0}{2} + \sum_{n=1}^{\infty} a_n \cos\left(\frac{n\pi}{L}x\right) + \sum_{n=1}^{\infty} b_n \sin\left(\frac{n\pi}{L}x\right) \quad \text{with the coefficients}$$

$$a_{0} = \frac{1}{L} \int_{-L}^{+L} f(x) dx \; : \; a_{n} = \frac{1}{L} \int_{-L}^{+L} f(x) \cos\left(\frac{n\pi}{L}x\right) dx \; : \; b_{n} = \frac{1}{L} \int_{-L}^{+L} f(x) \sin\left(\frac{n\pi}{L}x\right) dx$$

where n = 1,2,3,... Note that x can be either the location variable or the time variable. **Example** Find Fourier coefficients $(a_n \cdot b_n)$ of f(x) = x, where $|x| \le \pi$.

Obviously
$$L = \pi$$
, hence $a_0 = \frac{1}{L} \int_{-L}^{+L} f(x) dx = \frac{1}{\pi} \int_{-\pi}^{\pi} x \cdot dx = 0$; and

$$\begin{aligned} \mathbf{a}_{n} &= \frac{1}{L} \int_{-L}^{+L} f(\mathbf{x}) \cdot \cos\left(\frac{n\pi}{L} \mathbf{x}\right) d\mathbf{x} = \frac{1}{\pi} \int_{\pi}^{+\pi} \mathbf{x} \cdot \cos(n\mathbf{x}) d\mathbf{x} \\ &= \frac{1}{\pi} \cdot \left[\frac{\sin(n\mathbf{x})}{n} \cdot \mathbf{x} + \frac{\cos(n\mathbf{x})}{n^{2}}\right]_{-\pi}^{\pi} = 0 \qquad n = 1, 2, 3 \dots \end{aligned}$$

$$\mathbf{b}_{n} &= \frac{1}{L} \int_{-L}^{+L} f(\mathbf{x}) \cdot \sin\left(\frac{n\pi}{L} \mathbf{x}\right) d\mathbf{x} = \frac{1}{\pi} \int_{-\pi}^{+\pi} \mathbf{x} \cdot \sin(n\mathbf{x}) d\mathbf{x} = \frac{1}{\pi} \cdot \left[-\frac{\cos(n\mathbf{x})}{n} \cdot \mathbf{x} + \frac{\sin(n\mathbf{x})}{n^{2}}\right]_{-\pi}^{\pi} \\ &= -\frac{2}{n} \cos(n\pi) = \frac{2}{n} (-1)^{n+1} \qquad n = 1, 2, 3 \dots \end{aligned}$$

Learning dozens of pages similar like this one is fine for the top 1% students.

How about the students in the middle level or even lower?



Hands-on: MATLAB programing and



Hands-on : MATLAB programing can create more fun!

Hearing the 400 Hz sound generated by MATLAB

Γ = 1/Fs; % Sampling period.	
L = 20*1500;% total # of sound data points. The time length of the	e sound = L*T
<pre>t = (0:L-1)*T; % Time vector . f = 400; % sound frequency (Hz) . y = 2.0*sin(2*pi*f*t); % a pure sinusoidal sound wave with f(Hz) . % The discrete sound data"y" is generated every T seconds plot(1000*t(1:50),y(1:50)) % see the right figure . title(' a pure sinusoidal sound wave of 400 (Hz)/ Prof Lee') . xlabel('t (milliseconds)') . ylabel('sound y(t)') . player = audioplayer(y, Fs); . play(player); .</pre>	a pure sinusoidal sound wave of 400 (Hz)/ Prof Lee

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Play Beethoven with 400 and 800 Hz



Engagement--enlightening





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https://youtu.be/NZMn4_0FkGk



自由落體: 手機拍攝記錄 免費軟體Tracker分析





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Students have difficulties in understading the contents of EMI classes :

making PPTs < making videos < show keywords in Chinese < resources on websites < MOOCs < hands-on demonstrations <



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專注專業:辦公室紙筆手機錄影(中文)	
⑦ 王 创建 英德	
撤消更改 保存 ·	
● ● 0:00 / 5:36 ご: ● ● 0:00 / 5:36 ご: ● ● ● 0:00 / 5:36 ○ ● ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
公开范围	
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Yes, more preparation efforts are needed for EMI classes. But you don't feel anxieties if they are fun.







Go for something outside the EMI classes

field trips 、 museums 、 national competitions

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4. 探究與實作....離開座位、走出教室.....走出校園?!

1-2-a 物理劇場:聲音 木琴與共鳴管、千里傳音、圓筒示波器

https://youtu.be/ngQvOkkrehw



4. 探究與實作....離開座位、走出教室.....走出校園?!

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<text><text><text>

EMI classes \neq global view ≠ international/national competiveness Let students in EMI classes face the challenges in the international/national competitions



逢甲大學國際學院2+2學程(聖荷西電機、普渡電機資訊)學生在5月31日高雄大學舉行的"2020全國高中 暨大專青年物理辯論競赛"榮獲「中華民國物理教育學會」頒發最高獎項『金獎』、『銀獎』。 影片擷取自 https://m.youtube.com/watch?feature=share&v=UCZx_GagFVQ

Students from Feng-Chia Univ.'s SJSU-EE and Purdue-ECE 2+2 programs won gold and silver awards at the "2020 National Competition on Physics Debate" in Taiwan. This clip was retrieved from https://m.youtube.com/watch?feature=share&v=UCZx_GagFVQ

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12:逢甲大學 Carl GPAT 榮獲2021科技部科普計畫 全國大專暨高中青年物理辦論競赛 鋼獎獎金 AA01234567 榮獲2021科技部 参仟元整 科普計畫~全國大 NTS 3,000 專暨高中青年物 ● 十清年行 明報報 理論論競賽 中華民國探究與實作學會 **手:**陳柚任、陳祈君、陳以樂、黃柏霖、林祐均 :林明仕 老師 비생수 1:3: 12:逢甲大學 Ra: COD 榮獲2021科技部科普計畫 全國大專暨高中青年物理辦論競賽 圖獎獎金 榮獲2021科技部 壹仟元整 科普計畫~全國大 專暨高中青年物 1,000 理辯論競賽 () 士芹保行 #### 中華民國探究與實作學會 #0528270#1050110509101 #010002950# 錮 老師:林明仕老師

2021物理辯論競賽



Thank you

講者簡介 Biography

Speaker 3: Dr. Kenny Wu 吳志康副教授

<u> 現職Current Position:</u>

國立高雄科技大學觀光管理系副教授兼主任

<u>學歷 Education:</u>

博士:美國德州理工大學(Texas Tech University)肉品科學(Meat Science)

Ph.D. 1992, Animal Science with a Meat Science/Food Technology Emphasis, Texas Tech University. Lubbock, Texas, USA

 碩士:美國德州理工大學(Texas Tech University) 肉品科學 (Meat Science)

M.S. 1988, Meat Science, Texas Tech University, Lubbock, Texas, USA

商業管理碩士(MBA):美國德州蘇洛斯大學(Sul Ross State University)

M.B.A. 1985, Sul Ross State University, Alpine, Texas, USA

 學士:東海大學畜牧系
 B.S. 1981, Animal Husbandry, Tunghai University, Taichung, Taiwan

<u>經歷 Experience:</u>

- Chair, Tourism Management Department (February 2017 Present), National Kaohsiung University of Applied Sciences
- Chair, Tourism Management Department (August 2015-January 2017), National Kaohsiung University of Applied Sciences

- Director, Office of International Affairs (February 2013 -2016), National Kaohsiung University of Applied Sciences
- Assistant Professor Department of Nutrition, Hospitality, and Retailing (1997 -2008), Texas Tech University, Lubbock, Texas, USA
- General Manager, Tokyo Japanese Restaurant and Sushi Bar (1993 -1997), Lubbock, Texas, USA
- Project Director, Delegations of Chinese Sciences and Technology Association from China (1992-1993), Lubbock, TX, USA
- Postdoctoral Research Associate, Department of Animal Sciences and Food Technology, (June 1992 – December), Texas Tech University, Lubbock, Texas.

內容摘要 Abstract

Teaching professional courses in English in a Science and Technology University encounters challenges differ from teaching in a general university. While the general university admits high school graduates with a similar background, the student pools of Science and Technology (S&T) universities is vocational high school (VHS) graduates. The original educational goals for the VHS are to train students to fill in entry-level positions immediately after graduation. Therefore, the curriculum of VHS emphasizes students' reach proficiency in specific skills of a trade. This national policy of supplying skilled labor had helped created Taiwan's blooming economy last century. However, the goals of VHS students had switched from getting into the job market to pursue a college degree nowadays. Instead of finding a job, most VHS graduates enter Science and Technology universities to study. Most of these students are ill-prepared for the rigorous academic standards, especially English competency, which creates unique challenges for the S&T university faculty to teach English in professional courses.

First, most of the students who studied hospitality in VHS were the ones who did not perform well in English. They either dislike or are afraid of English. The anxieties and low motivations in English classes reflect the hesitation of engaging with the instructor. Second, hospitality students are primarily females. They are shy and reserved in expressing opinions. Third, the students are from "hospitality", "Business & Management," and "Applied Language" majors. The high-intensity training had built up a specific learning habit for each trade area. Those habitual behaviors affect the learning efficacy in English. Dr. Wu will share his unique experience of teaching at a Science and Technology University and propose a technology-aided Language Learning (TALL) plan to encourage students to communicate in English and increase the efficacy of EMI in hospitality education.

講者簡介 Biography

<u>Speaker 4: Dr. Rae Lan 藍蕾副教授</u>

Rae Lan received her Ph.D. in Curriculum and Instruction at the University of Maryland, College Park (UMCP) on Fulbright Scholarship in 2005 and currently teaches at the Department of Foreign Languages & Applied Linguistics, National Taipei University. She served as the former Chair (2018-2020) and the Director of Language Center (2013-2016). Her research interests and expertise lie in Language Learning Strategies for EFL learners, Teacher Beliefs about Strategy Instruction, English for Specific Purpose (ESP) and English as a Medium of Instruction (EMI). She organized an EMI Conference in 2013 and an Annual Summer EMI Teacher Training Program (2014-2018) for her colleagues by collaborating with the Center for English Language Communication (CELC) of National University of Singapore (NUS). She has received nine Teaching awards since 2008 and was a visiting scholar at her Alma Mater at UMCP on Senior Fulbright Research Grant between 2016-2017. Besides research and teaching, she has also been passionately involved in international volunteer work in the Philippines for community service since 2013 and serving as a volunteer Chinese/English tour guide at Dharma Drum Mountain since 2012.

內容摘要 Abstract

EMI has been a national guideline for internationalization in higher education to enhance the competence and competitiveness of our students as a top-down policy by the Ministry of Education in the past two decades. As we embark on this journey of no return, it is vital that we provide teachers and students with not just the mindsets, the theories, but most important of all, the effective strategies to equip them for a positive EMI experience.

A wealth of literature has addressed various issues across different contexts concerning EMI, which has been a growing global phenomenon and educational trend. For example, many researchers investigate issues on EMI in European countries, such as Sweden (Bolton, K. & Kurteeva, M., 2012), Italy (Francomacaro, R.M., 2011), and Norway (Hellekjaer, G.O. (2010); while others explore topics on EMI in Asia, including China (Hu, G. & Lei, J., 2014), Hong Kong (Evans, S. & Morrison, B., 2011; Gao, X., 2008), Japan (Brown, P.S., 20013), Korea (Joe, Y. & Lee, H. K., 2013), Pakistan (Khan, H. I., 2013), and Taiwan (Yeh, C.-C., 2014). In addition, efforts have been devoted to the discussion of teachers' perceptions (Dearden, J. & Macaro, E., 2016; Khan, H. I., 2013) as well as students' attitude (Al-Masheikhi, F., Al-Mahroogi, R. & Denman, D.J., 2014; Campagna, S., 2016). Hengsadeekul, Koul, and Kaewkuekool (2014) and Lasagabaster, Doiz, and Sierra (2014) also examine the motivational issues. Furthermore, some studies have also been conducted to probe into vocabulary learning (Brown, P.S., 2013; Lin, L.H. F. & Morrison, B, 2010) and writing development in syntactic complexity, accuracy and fluency

(Tai, H. -Y., 2015). Last but not the least, assessment and effects of EMI teaching is also a point of interest for researchers including Hellekjaer, G.O. (2010) and Rogier, D. (2012)

This presentation will focus on factors that lead to successful EMI teaching and learning, the makeup of an ideal EMI class, questioning strategies applied in EMI teaching, and learner-centered activities for EMI learning. The author will also share her personal experience by introducing six activities that intrigue, motivate, and benefit students in not just a regular language classroom but also an EMI context.

Effective Strategies for EMI Teaching and Learning

2021 International Academic Forum

National Sun Yat-Sen University Sep. 29, 2021

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Rae Lan, Ph.D. 藍蕾 National Taipei University 延

Rae Lan 2021 EMI





Factors Affecting Successful EMI

Teachers	 Proficiency, beliefs, attitudes, experience, techniques, styles, personality, course type strengths & weaknesses
Students	 Language proficiency, expectation, attitudes, learning styles, learning experience, personality, motivation and incentives
Administration	 Purpose and goals, top-down policy, placement, resources, Incentives for both teachers and students
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What Consists of an Ideal EMI Course?









Bloom's Taxonomy Six Levels of Thinking Skills(Huitt, 2011)

Level	Type of Knowledge	Sample Verbs (Action Words)		
1. Knowledge	Declarative	List, name, state, Define		
2. Comprehension	Conceptual	Explain, identify, Paraphrase		
3. Application	Procedural	Relate, solve, demonstrate		
4. Analysis	Knowledge	Compare, modify, compute		
5. Synthesis	Metacognitive	Create, design, develop		
6. Evaluation	Knowledge	Critique, recommend, assess		
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Six Activities that work for me



- ✓ Thought Question Activity
- ✓ The 1234 Speech Activity
- The Information-Sharing Activity
- The Tourism Activity
- ✓ The Culture Exchange Activity



THERE IS NO GREATER CALLING THAN TEACHING

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