

國立中興大學 EMI 教學資源中心：

教師全英語教學知能培訓-

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

一、依據

教育部補助國立中興大學「EMI 教學資源中心」計畫。

二、目標

為讓大專校院教師在以英語作為教學媒介（EMI）的教學現場具備更多元之技巧與實務工具，提升學生在 EMI 課程的學習成效，國立中興大學 EMI 教學資源中心與澳洲阿得雷德大學（The University of Adelaide, UoA）合作辦理教師全英語教學知能培訓-阿得雷德大學（The University of Adelaide, UoA）暑期系列課程（下稱本課程），本課程包含「國內實體培訓課程」及「國外移地培訓課程」兩種方案，方案說明請參閱第三點，完成課程皆可獲得全英語教學知能證書。

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

三、方案說明

(一) 國內實體培訓課程：

1. 日期：114 年 6 月 30 日（一）至 114 年 7 月 10 日（四），共 36 小時（含 15 分鐘教學演示）。
2. 地點：國立中興大學場（NCHU）、朝陽科技大學場（CYUT），兩場擇一。
3. 人數：每場 20 人。
4. 課程表如 [附件 2](#)，完成課程之教師將於課程最後一天獲得阿得雷德大學頒發之證書、評估及報告。
5. 上課時需攜帶個人筆電或平板。

(二) 國外移地培訓課程：

1. 日期：114 年 8 月 4 日（一）至 114 年 8 月 15 日（五），共 40 小時（含 15 分鐘教學演示）。
2. 地點：澳洲阿得雷德大學。
3. 人數：16 人。
4. 課程表如 [附件 3](#)，完成課程之教師將於課程最後一天獲得阿得雷德大學頒發之證書、評估及報告。
5. 上課時需攜帶個人筆電或平板。

四、報名審核及補助原則

(一)報名方式：請於 <https://emitlc.nchu.edu.tw/training/20> 點選右上角「報名」並上傳申請表，格式如**附件 4**，報名時間為即日起至額滿為止。

(二)審核項目及佔比：

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

(三)審核及通知：本課程報名資料將由本中心審查，採隨到隨審，錄取結果將公告於本中心網站。

(四)補助原則：

1. 本課程學費：由本中心經費支應。
2. 國外移地培訓學費包含阿得雷德大學安排之住宿。
3. 學費以外之費用須由參與教師自行向各校雙語教育推動辦公室或相關計畫申請。

五、管考與結案

(一)本課程結束後，請務必於一週內完成課程回饋單（於課後提供連結）。

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

(三)若為國外移地培訓之教師，請擇一完成下列任務：

1. 擔任本中心各式成果發表會、講座、工作坊等活動之參與者或分享者。
2. 籌組本中心各式教師社群，如：「跨校、跨學群雙語教學觀課社群」、「領域專長模組化雙語課程教師社群」等。

六、承辦單位

(一)主辦單位：國立中興大學教務處雙語教學推動資源中心、阿得雷德大學（The University of Adelaide）。

(二)協辦單位：朝陽科技大學語言中心。

National Chung Hsing University EMI Teaching and Learning Center: English-Medium Instruction Teacher Training- The University of Adelaide Summer Course Series Project

I. Basis

Ministry of Education funding for the National Chung Hsing University "EMI Teaching and Learning Center" project.

II. Objectives

To provide college and university teachers with more diverse skills and practical tools for English as a Medium of Instruction (EMI) teaching to enhance student learning outcomes in EMI courses, the National Chung Hsing University EMI Teaching and Learning Center is collaborating with The University of Adelaide (UoA), Australia, to organize the EMI Teacher Training Program – The University of Adelaide Summer Series Course (hereinafter referred to as "the course"). This course includes both "In-Country Program" and "Face-to-Face Program" options. Please refer to Section III for details about each option. Participants who complete either program will receive an EMI teaching competency certificate.

This course utilizes practical methods to introduce a series of teaching concepts, including developing discipline-specific vocabulary knowledge, supplementary resource methods, scaffolding, and support strategies. It also develops essential classroom language skills that can be applied to these strategies. The course overview is attached in [Attachment 1](#).

III. Plan Details

1. In-Country Program:

- (1) Dates: June 30, 2025 (Monday) to July 10, 2025 (Thursday), a total of 36 hours (including a 15-minute teaching demonstration).
- (2) Location: National Chung Hsing University (NCHU) or Chaoyang University of Technology (CYUT), choose one.
- (3) Capacity: 20 participants per location.
- (4) Course schedule as shown in [Attachment 2](#). Teachers who complete the course will receive a certificate, assessment, and report issued by The University of Adelaide on the last day of the course.
- (5) Participants must bring their own laptop or tablet to class.

2. **Face-to-Face Program:**

- (1) Dates: August 4, 2025 (Monday) to August 15, 2025 (Friday), a total of 40 hours (including a 15-minute teaching demonstration).
- (2) Location: The University of Adelaide, Australia.
- (3) Capacity: 16 participants.
- (4) Course schedule as shown in [Attachment 3](#). Teachers who complete the course will receive a certificate, assessment, and report issued by The University of Adelaide on the last day of the course.
- (5) Participants must bring their own laptop or tablet to class.

IV. Application Review and Subsidy Principles

1. Application Method: Please visit <https://emitlc.nchu.edu.tw/training/20>, click "Register" in the upper right corner, and upload the application form (format as shown in [Attachment 4](#)). Applications are open from now until all spots are filled.
2. Review Criteria and Weighting:

The following items must be presented in English	Face-to-Face Program	In-Country Program
(1) Motivation and expectations for participation: Please explain your motivation and expectations for participating in this course in approximately 300 words.	50 %	60%
(2) EMI /ESAP Course Syllabus: Please attach a course syllabus including course objectives, teaching methods, assessment methods, and weekly course content.	Previously Taught ● Course Objectives (10%) ● Teaching methods (15%) ● Assessment methods (15%)	Previously Taught / Planning to Teach ● Course Objectives (10%) ● Teaching methods (15%) ● Assessment methods (15%)
(3) EMI/ESAP Course Student Feedback: Please provide quantitative and qualitative student feedback for your EMI/ESAP courses.	10%	Bonus points
(4) Others: A. Self-assessment of English language proficiency: Courses are conducted entirely in English, and participating teachers must have sufficient English proficiency.		

The following items must be presented in English	Face-to-Face Program	In-Country Program
<p>B. The Face-to-face program will prioritize applicants who have previously taught EMI/ESAP courses. If applications exceed capacity, only one teacher per school will be accepted.</p>		

3. Review and Notification: The Center will review application materials on a rolling basis. Selection results will be announced on the Center's website.
4. Subsidy Principles
 - (1) Course fees: Covered by the Center's budget.
 - (2) Face-to-face training fees include accommodation arranged by The University of Adelaide.
 - (3) Expenses beyond course fees must be applied for by participants through their respective schools' bilingual education promotion offices or related projects.

V. Follow-up and Conclusion

1. After completing the course, participants must fill out a feedback form within one week (a link will be provided after the course).
2. Teachers who receive certificates will be included in the Center's EMI teaching consultant talent pool (for EMI course consultations, teaching assistant reviews, or evaluations).
3. Teachers participating in the Face-to-face program must complete one of the following tasks:
 - (1) Participate or present at various achievement presentations, lectures, workshops, or other activities organized by the Center.
 - (2) Organize various teacher communities through the Center, such as "Intercollegiate Multidisciplinary Peer Observation Community," "Modular Bilingual Courses Development Teachers Community," etc.

VI. Organizing Units

1. Main Organizers: National Chung Hsing University Office of Academic Affairs Bilingual Education Resource Center, The University of Adelaide.
2. Co-organizer: Chaoyang University of Technology Language Center.

ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) PROGRAM

課程簡介（由阿得雷德大學提供）

Course Introduction (Provided by The University of Adelaide)

This program focuses on practical methods to develop participant's ability to teach specialized content areas in English. It will support teachers by introducing a range of practical teaching ideas including the development of subject specific vocabulary knowledge, ways to adapt and supplement resources, and scaffolding and support strategies. This program will also develop the necessary classroom language skills to apply the strategies introduced.

Objectives

After completion of this course, participants will have:

- Developed an understanding of learner-centered teaching and learning methodologies
- Developed interactive presentation strategies and a bank of activities that can be used to increase learner engagement
- Considered practical ways to adapt and scaffold materials and resources to engage learners and assist in the teaching and learning process
- Gained an awareness of language across the curriculum
- Explored various digital tools and technologies to support and enhance learning and teaching
- Reflected on the use of L1 and L2 in the bilingual classroom
- Developed language skills needed for high quality classroom management and lesson delivery
- Applied the content of the program to their own discipline and materials, and used this in Teaching Practice with their peers
- Received individualised feedback on their Teaching Practice
- Conducted reflective practice on the strategies and techniques explored

Course Contents

The course consists of 36 hours of structured class time.

- **Learner-centred Teaching and Learning Methodologies**
This component will use pedagogical approaches such as inquiry based, reflective and collaborative frameworks. Participants will explore learner-centred methodologies, exchange and

share their own professional experience and goals in order to enhance their awareness of strategies and techniques used to increase learner engagement. There will also be a focus on using English as a medium of instruction and active learning teaching methodologies, including strategies to engage and motivate learners through the structure and staging of lessons, the use of interactive activities, the adaptation of materials and scaffolding of resources. The use of technology and digital tools to support and enhance learning and teaching will be discussed and opportunities given to apply these to participants' own contexts and disciplines in large classes.

- **Teaching Practice**

There are scheduled activities throughout the program for participants to connect the content with their own context through peer teaching. These teaching practice opportunities will give participants the opportunity to develop and apply the skills and ideas studied through the program. Short micro-teaching & peer feedback sessions will be scheduled regularly for all participants to immediately practice the skills introduced on the course. Towards the end of the program, participants will plan a sample lesson which they will present to their peers. All participants will be provided with individualised feedback from their teachers, and have the opportunity to receive peer feedback. Participants are requested to bring content and sample reading/listening material from their own subject area to use as part of the program.

- **Online Self-Study Materials**

Participants will complete a portion of each class independently, using materials selected specifically for this program to enhance their understanding of key concepts. In addition to this, participants will work with discussion boards, reflective tasks and teaching practice tasks in and outside of the class environment. This not only allows for effective use of time within the classroom, but also provides a practical experience of 'flipped classroom' learning and reflective practice for participants.

- **Course Materials**

The Course Materials are specifically developed for this program and will provide participants with a resource that is current, up to date and relevant to the needs of the group.

附件 2 Appendix2

國立中興大學 EMI 教學資源中心：教師全英語教學知能培訓-
阿得雷德大學 暑期系列課程-國內實體培訓課表

**NCHU EMI Teaching and Learning Center: English-Medium Instruction Teacher Training-
The University of Adelaide Summer Course Series – In-Country Program Courses Schedule**

Monday, June 30	Tuesday, July 1	Wednesday, July 2	Thursday, July 3	Friday, July 4
NCHU	NCHU	NCHU	NCHU	NCHU
CYUT	CYUT	CYUT	CYUT	CYUT
9am to 1pm Welcome & Orientation Teaching Methodologies EMI Overview and program expectations Teaching Methodologies Lecturing in EMI *Participants to bring their device	9am to 1pm Language Enhancement for the EMI Classroom Signposting information Teaching Methodologies Active learning & motivating students EMI resource hub	9am to 1pm Language Enhancement for the EMI Classroom EMI Supporting students with subject-specific vocabulary Teaching Methodologies Checking and consolidating understanding	9am to 1pm Language Enhancement for the EMI Classroom Questioning in the EMI classroom Teaching Methodologies Material Selection, Adaptation & Scaffolding	9am – 1pm Teaching Methodologies Using AI and tech tools to support learning & teaching Teaching Methodologies Flipped Learning Approach
Monday, July 7	Tuesday, July 8	Wednesday, July 9	Thursday, July 10	
NCHU	NCHU	NCHU	NCHU	
CYUT	CYUT	CYUT	CYUT	
9am to 1pm Language Enhancement for the EMI Classroom Translanguaging in the EMI or bilingual classroom Teaching Methodologies Preparation for teaching practice	9am to 1pm Teaching Methodologies Giving effective feedback Teaching Methodologies Encouraging peer learning and feedback	9am to 1pm Teaching Practice	9am to 1pm Teaching Practice & Feedback Reflection & Future Direction	

附件 3 Appendix3

國立中興大學 EMI 教學資源中心：教師全英語教學知能培訓-
阿得雷德大學 暑期系列課程-國外移地培訓課表

**NCHU EMI Teaching and Learning Center: English-Medium Instruction Teacher Training-
The University of Adelaide Summer Course Series – Face-to-Face Program Courses Schedule**

*Please note the time indicated in the timetable is Australian Central Standard Time.

Monday, August 4	Tuesday, August 5	Wednesday, August 6	Thursday, August 7	Friday, August 8
Room: ELC	Room: ELC	Room: ELC	Room: ELC	Room: ELC
1.30pm - 5.30pm Welcome & Orientation Teaching Methodologies EMI Overview and program expectations Teaching Methodologies Lecturing in EMI <i>*Participants to bring their passport & device</i>	1.30pm - 5.30pm Teaching Methodologies Active Learning & Motivating Students EMI Resource Hub Language Enhancement for the EMI Classroom Signposting information	1.30pm - 5.30pm Teaching Methodologies Active Learning & Motivating Students EMI Resource Hub Language Enhancement for the EMI Classroom Checking and Consolidating Understanding	1.30pm - 5.30pm Language Enhancement for the EMI Classroom Supporting students with Subject Specific Vocabulary Teaching Methodologies Material Selection, Adaptation & Scaffolding	9am – 1pm Teaching Methodologies Using AI and tech tools to support learning & teaching Teaching Methodologies Flipped Learning Approach
Monday, August 11	Tuesday, August 12	Wednesday, August 13	Thursday, August 14	Friday, August 15
Room: ELC	Room: ELC	Room: ELC	Room: ELC	Room: ELC
1.30pm - 5.30pm Language Enhancement for the EMI Classroom Questioning in the EMI classroom Teaching Methodologies Preparation for teaching practice	1.30pm - 5.30pm Teaching Methodologies Giving effective feedback Teaching Methodologies Encouraging Peer Learning and Feedback	1.30pm - 5.30pm Teaching Practice Teaching Methodologies Translanguaging in the EMI or Bilingual Classroom	1.30pm - 5.30pm Teaching Practice	9am – 1pm Teaching Practice and Feedback Reflection, review and future direction

國立中興大學 EMI 教學資源中心：
 教師全英語教學知能培訓-阿得雷德大學 暑期系列課程申請表
NCHU EMI Teaching and Learning Center:
English-Medium Instruction Teacher Training -
The University of Adelaide Summer Course Series Application Form

中文姓名 Chinese Name		英文姓名(護照名稱) English Name (as shown in Passport)	
服務學校 My University Affiliation		服務單位 My Departmental Affiliation	
志願序 Preference Order (e.g., 2-1-3; 1-2-3)	國外移地培訓課程 Face-to-face Program at The University of Adelaide	國內實體培訓課程 國立中興大學 In-Country Program at National Chung Hsing University	國內實體培訓課程 朝陽科技大學 In-Country Program at Chaoyang University of Technology
說明參與動機與期望 (請以英文呈現) Motivation and expectations for participation			
EMI / ESAP 課程之大綱 (請以英文呈現) EMI /ESAP course syllabus			
EMI / ESAP 課程之學生回饋 (請以英文呈現) Feedback from students on EMI /ESAP courses			
如有其他需求 請說明 Please let me know if you have any questions.			