

裝  
訂  
線

便簽 日期：115年1月30日  
單位：教學資源組

- 一、淡江大學全英語教學推動中心辦理「EMI教師專業培訓課程」，邀請本校教師參加。
- 二、如奉核可，於學校首頁及EMI教學發展中心網頁公告。
- 三、文陳閱後存查。

第二層決行	
承辦單位	決行
<div>校務基金運用 行政專員 張奕儂 0130 1351</div> 代	如擬
<div>教務處 教學資源組組長 林俊榮 0203 1338</div>	<div>副教務長 林國祥 0203 1607</div>
<div>組員 蔡沛珊 0203 1356</div>	

檔 號：

保存年限：

## 淡江大學學校財團法人淡江大學 函

機關地址：251301新北市淡水區英專路151號

聯絡人：仲怡玲

電話：(02)2621-5656轉3578

電子信箱：606080@o365.tku.edu.tw

受文者：國立勤益科技大學

發文日期：中華民國115年1月30日

發文字號：校全英字第1150001419號

速別：普通件

密等及解密條件或保密期限：

附件：如說明三(附件1 7ed57dc8975f303b2b32c204cb939719\_0001419\_EMI教師專業培訓課程簡章.pdf、附件2 7ed57dc8975f303b2b32c204cb939719\_0001419\_各階段課程簡介.pdf、附件3 7ed57dc8975f303b2b32c204cb939719\_0001419\_海報114\_2EMI.jpg)

主旨：本校全英語教學推動中心辦理「EMI教師專業培訓課程」，請惠予公告周知並鼓勵教師報名參加，請查照。

說明：

- 一、該中心於115年3月至5月預計開設旨揭課程，相關課程資訊、報名時間與方式等，請詳見簡章之說明。
- 二、課程地點：本校淡水校園驚聲紀念大樓T901室。
- 三、檢送EMI教師專業培訓課程簡章、課程海報及各階段課程簡介。
- 四、聯絡窗口：旨揭中心曾助理；電話：(02)2621-5656轉2701；Email：607092@o365.tku.edu.tw。

正本：各公私立大學校院

副本： 115/01/30  
11:03:00



國立勤益科技大學



## 114 學年度第 2 學期 淡江大學全英語教學推動中心 EMI 教師專業培訓課程簡章

淡江大學「全英語教學推動中心」近年與美國在台協會(American Institute in Taiwan, AIT)合作辦理 EMI (English as a Medium of Instruction) 教師專業培訓課程。本課程自開辦以來已邁入第三年，致力於協助教師在理論與實務並進的架構下，深化全英語授課之教學設計與課堂實踐。

過去兩年培訓課程皆以線上方式進行；本學期特別邀請美籍英語教學專員 Jye Smallwood 先生來校擔任駐校學者並授課，提供高品質、以互動與實務導向為核心的實體培訓課程。Smallwood 先生具備英國牛津大學「語言教學應用語言學」碩士學位，現為劍橋大學「理論與應用語言學」博士候選人，並曾於十多個國家任教，具備豐富的跨文化與 EMI 教學經驗。

EMI 教師專業培訓課程將於三月起開始上課，資訊如下：

### 一、課程概述

課程分三個階段，每階段 12 小時。教師可依個人需求選擇一個或多個階段課程(請參閱各階段課程簡介)。每個階段提供 2 個平行時段，擇一報名，並於整個課程固定參與該時段。每個階段的課程內容相同，但 A、B 班進度或風格可能略有差異。若教師於某週無法參與原報名時段，可在同一週內跨時段補課一次，每階段僅限補課一次。

### 二、課程資訊

階段	選項	上課時間及日期	報名網址、地點及限額	報名截止日
一 (三月)	A	週一 13:10-16:00 3/2、3/9、3/16、3/23	<a href="https://reurl.cc/nlb9Wl">https://reurl.cc/nlb9Wl</a> 上課地點：T901 每班限額 15 人	115 年 2 月 25 日
	B	週四 09:10-12:00 3/5、3/12、3/19、3/26		
二 (四月)	A	週二 13:10-16:00 4/7、4/14、4/21、4/28	<a href="https://reurl.cc/dqbER8">https://reurl.cc/dqbER8</a> 上課地點：T901 每班限額 15 人	115 年 4 月 2 日
	B	週四 09:10-12:00 4/9、4/16、4/23、4/30		
三 (五月)	A	週三 09:10-12:00 5/6、5/13、5/20、5/27	<a href="https://reurl.cc/DbMRG5">https://reurl.cc/DbMRG5</a> 上課地點：T901 每班限額 15 人	115 年 5 月 4 日
	B	週五 13:10-16:00 5/8、5/15、5/22、5/29		

### 三、結業證書

每階段修滿 12 小時者，獲美國在台協會(AIT)核發之結業證書。

### 四、聯絡窗口：

曾助理，電話：(02)2621-5656 轉 2701。Email：607092@o365.tku.edu.tw。

[Registration Open] EMI Teacher Training Program (March 2026 – May 2026)

We are excited to announce the third consecutive year of collaboration between Tamkang University and the American Institute in Taiwan (AIT).

For the past two years, this program was conducted online. This year, we are honored to welcome Mr. Jye Smallwood to Tamkang University as our in-residence English Language Fellow, providing a valuable opportunity for in-person EMI development.

Mr. Smallwood holds a Master's degree in Applied Linguistics for Language Teaching from the University of Oxford, and he is currently a PhD candidate in Theoretical and Applied Linguistics at the University of Cambridge. He has extensive international teaching experience in over ten countries, combining academic depth with practical EMI insight.

- Program Overview

The training is divided into three levels—each consisting of 12 hours. Faculty may choose to enroll in one, two, or all three levels. (Please refer to “General Intro. to EMI Skills Workshop”)

- Training Schedule (Max. 15 participants per level)

Each level offers two parallel time slots. Participants are asked to select one slot and attend it consistently. While both slots provide the same content, there may be slight differences in pacing or delivery. If you cannot attend one session in your selected time slot, you may attend the same session in the alternative slot during that same week. Please note: only one make-up is allowed per level.

- Program information :

Level	Option	Date	Registration Link & Venue	Registration Deadline
Part I (March)	A	Mondays 13:10-16:00 3/2、3/9、3/16、3/23	<a href="https://reurl.cc/nlb9Wl">https://reurl.cc/nlb9Wl</a> Venue : T901	Feb 25, 2026
	B	Thursdays 09:10-12:00 3/5、3/12、3/19、3/26		
Part II (April)	A	Tuesdays 13:10-16:00 4/7、4/14、4/21、4/28	<a href="https://reurl.cc/dqbER8">https://reurl.cc/dqbER8</a> Venue : T901	Apr 2, 2026
	B	Thursdays 09:10-12:00 4/9、4/16、4/23、4/30		
Part III (May)	A	Wednesdays 09:10-12:00 5/6、5/13、5/20、5/27	<a href="https://reurl.cc/DbMRG5">https://reurl.cc/DbMRG5</a> Venue : T901	May 4, 2026
	B	Fridays 13:10-16:00 5/8、5/15、5/22、5/29		

- Certificate of Completion

Participating teachers who complete all 12 hours of a level will receive a Certificate of Completion issued by AIT. Full attendance is required. Each participant may arrange **one make-up session per level**, as described above.

- Contact Person

Lana Tseng (Assistant, EMI Center) | Tel: 02-2621-5656 ext. 2701 | Email:  
607092@o365.tku.edu.tw.Lana Tseng

Whether you are just beginning your EMI journey or looking to enhance your current

practices, we welcome your participation.

Sincerely,  
EMI Center  
Tamkang University





TAMKANG  
UNIVERSITY  
淡江大學

ENGLISH  
LANGUAGE  
PROGRAMS

*The World is Your Classroom*

# EMI SKILLS

WORKSHOP SERIES  
2025-2026

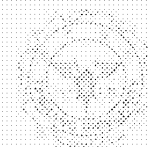
FACILITATOR: JYE SMALLWOOD  
ENGLISH LANGUAGE FELLOW,  
AMERICAN INSTITUTE OF TAIWAN

[www.elnprograms.org](http://www.elnprograms.org)

7ed57dc8975f303b2b32c204cb939719\_0001419-各階段課程簡介.pdf

線上審核文件列印 - 第6頁/共14頁

# EMI TRAINING TEAM



TAMKANG  
UNIVERSITY  
銘傳大學

ENGLISH  
LANGUAGE  
PROGRAMS

The World Is Your Classroom



**Jye Smallwood**  
ENGLISH LANGUAGE FELLOW  
*EMI Workshop Instructor/Facilitator*



**Jennings King**  
COORDINATOR, ENGLISH  
LANGUAGE PROGRAMS  
*American Institute in Taiwan*



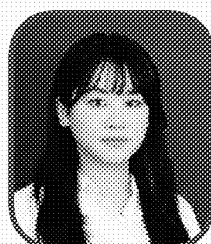
**Kai-su Wu**  
EMI SECTION CHIEF  
*Tamkang University  
EMI Center*



**Grace**  
EMI SECRETARY  
*Tamkang University  
EMI Center*



**Lana**  
EMI ASSISTANT  
*Tamkang University  
EMI Center*



**Cynthia**  
EMI ASSISTANT



**Debbie**  
EMI ASSISTANT  
*Tamkang University  
EMI Center*





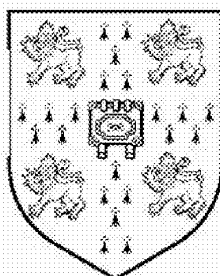
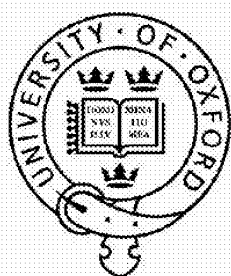
MEET YOUR FELLOW

# JYE SMALLWOOD



**Jye Phillip Smallwood, BA (Hons), MA, MSc (Oxon), CELTA, CSML**  
AIT English Language Fellow for Taiwan (2025-2026)

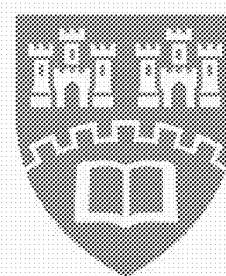
Hi I'm Jye! I've been teaching English professionally for **18 years**. I have taught **70+ nationalities** in **10 countries**, at **all levels** and learning contexts. I've been working with ELP since 2021, providing leadership training for Russian teachers (US Embassy Moscow) and Vietnamese local government officers (US Embassy Hanoi). I am excited to be here in Taiwan and I look forward to sharing this experience with you!



**ENGLISH  
LANGUAGE  
PROGRAMS**

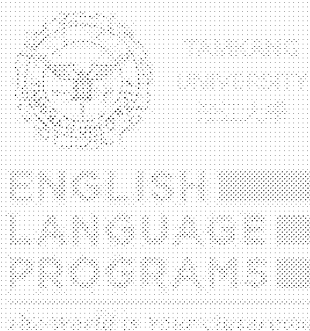
*The World is Your Classroom*

第7頁，共13頁  
線上簽核文件列印 - 第8頁/共14頁





# Training & Development Objectives



## 1. Understand: Theoretical Foundations of EMI

The first step in our EMI Training Series focuses on understanding what EMI is, what it is not, and what it looks like in our specific university teaching contexts.



- Identify the core aspects of English Medium Instruction (EMI)
- Clarify how EMI differs from other modes of instruction
- Recognize the strengths and limitations of teaching in an EMI environment
- Interpret the implications of current EMI research for Taiwanese universities

## 2. Analyze: Theories and Models of Learning

We will also need to grasp fundamental principles of teaching and learning so that we can apply them in an EMI context.

- Understand basic theories of learning and information processing in a second/additional language
- Use Bloom's (Revised) Taxonomy of Learning as a framework to set appropriate EMI lesson goals, aims, and objectives
- Select clear & concise lesson topics to encourage critical & authentic academic inquiry

## 3. Evaluate: Current EMI Teaching Practices

We will examine the most up-to-date literature on EMI, with a specific focus on higher education in Taiwan. Critical analysis of the research will inform best practices.

- Deconstruct current teaching practices through group discussion and interactive activities.
- Differentiate instructional approaches based on individual needs and group dynamics
- Determine which EMI practices work best for the instructor and their learners
- Reflect on the effectiveness of one's own current professional teaching practices

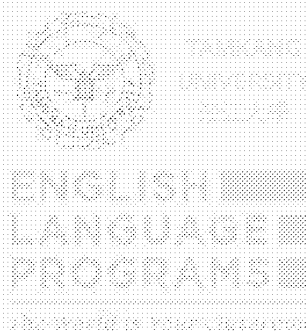
## 4. Create: Effective EMI Lessons

The final objective requires participants to synthesize their own classroom experiences and beliefs with the research to create and deliver an outstanding EMI lesson.

- Recognize different lesson stages, their aims, and logical sequencing
- Anticipate the content and language needs of diverse student groups and provide appropriate solutions
- Select appropriate lesson frameworks and tasks that best align with the lesson aims and learner expectations/needs
- Design and deliver an EMI lesson that facilitates effective transfer of subject knowledge



# Workshop Series Framework



This three-part EMI Training Series at **Tamkang University** supports faculty and teaching staff at all experience levels.

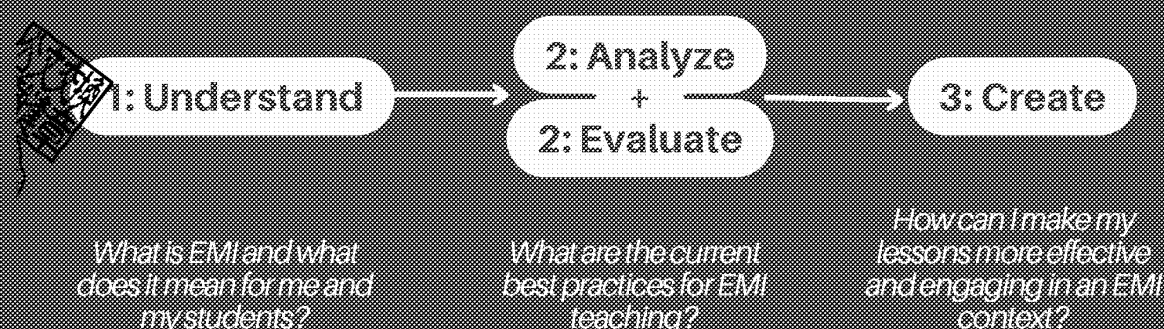
**Part 1:** helps faculty understand basic principles of EMI and teaching and learning through the latest research, case studies, and collaborative activities.

**Part 2:** integrates theory with praxis by applying evidence-based approaches and theoretical frameworks to inform your classroom teaching in a way that works for you and your students.

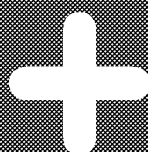
**Part 3:** Provides frameworks for faculty to deconstruct and reflect their own teaching practices, evaluate others, and design effective EMI lessons.

All 3 parts include readings, critical reflection tasks, interactive seminar discussions, group projects, and written assignments to encourage active professional development within a supportive community of EMI practitioners.

## EMI Skills Training Roadmap: 3-Part Workshop Series



**Theoretical  
Foundation**



**Practical  
Application**

## Workshop Series at a glance

OBJECTIVE	PART	TOPICS	FORMATIVE ASSESSMENT(S)	SUMMATIVE ASSESSMENT
1. UNDERSTAND THEORETICAL FOUNDATIONS OF EMI	1	<ul style="list-style-type: none"> <li>Defining EMI</li> <li>Incidental Learning</li> <li>Noticing Hypothesis</li> <li>Schema Theory</li> <li>Processing Theory</li> </ul>	Critical Research Summaries  Group Presentations: EMI and Theories of Learning	Professional Development Exercise (PDE)
2. ANALYZE THEORIES AND MODELS OF LEARNING	2	<ul style="list-style-type: none"> <li>Bloom's Taxonomy</li> <li>Inquiry-based Learning</li> <li>Pathways to Learning</li> </ul>	Group Presentations: Goals & Objectives	Background Essay
3. EVALUATE CURRENT EMI TEACHING PRACTICES			Peer & Instructor Feedback	
4. CREATE EFFECTIVE EMI LESSONS	3	<ul style="list-style-type: none"> <li>Lesson Frameworks &amp; Procedures</li> </ul>	Lesson Plan	Teaching Demonstration  Peer Observation



## Assessment Portfolio

### Professional Development Exercise (A & B)

Identify your beliefs, strengths, and weaknesses as an instructor, and create an action plan for your own development.

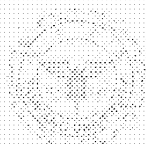
Reflect on your progress on your action plan and plan your professional development goals.

### Background Essay

Identify a topic you're passionate about, and analyze it in a 1200-1500 word essay. Your essay should explain everything anyone would need to know in precise detail.

### Lesson Plan

Consolidate your knowledge of best practices in teaching and EMI to design a lesson plan for a 20-minute teaching demonstration.



TAMKANG  
UNIVERSITY  
淡江大學

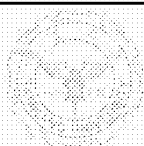
第10頁，共13頁  
線上簽核文件列印 - 第11頁/共14頁

ENGLISH  
LANGUAGE  
PROGRAMS  
English Program Coordinator

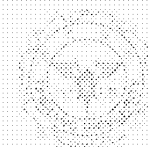


# Workshop Series Outline

Part	Workshop Title	Workshop Date(s) A B	Total Hours	Cumulative Total*
1	Defining EMI	2 March   5 March	3	12
	Language Skills vs Systems in EMI	9 March   12 March	3	
	How Learning Works in EMI: Theories & Models	16 March   19 March	3	
	Processing Information in a Second Language	23 March   26 March	3	
2	Intercultural Education Practices	7 April   9 April	3	12
	Bloom's (Revised) Taxonomy, Inquiry- Based Learning, and the EMI Classroom	14 April   16 April	3	
	Promoting Critical Thinking and Student Autonomy	21 April   23 April	3	
	The Role of AI in EMI Teaching Contexts	28 April   30 April	3	
3	Setting Goals and Objectives for Inquiry-based Learning	6 May   8 May	3	12
	EMI Student Motivation and Engagement	13 May   15 May	3	
	EMI Lesson Frameworks	20 May   22 May	3	
	EMI Microteaching	27 May   29 May	3	
* DOES NOT INCLUDE TIME FOR INDEPENDENT STUDY OR READING.			36*	



# EMI Training Assessment



TSINGHUA  
UNIVERSITY  
ALLIANCE

ENGLISH  
LANGUAGE  
PROGRAMS

234 North 28 Street, Guilin, China

## END-OF-COURSE EVALUATIONS: FALL 2025

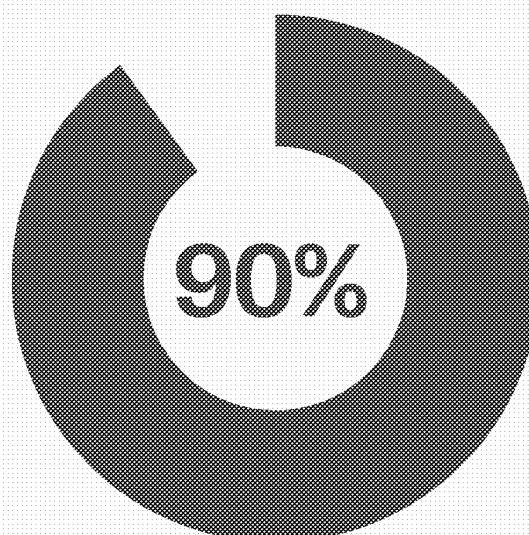
Participant evaluations were carried out after each 4-week workshop session (Oct-Nov; Nov-Dec). Responses from all cohorts (N=20) were highly positive. Instructors reported benefiting from interactive, cross-disciplinary instruction, exposure to new learning frameworks, and practical experience of using Inquiry-Based Learning in EMI. Suggestions for the next course included allowing more time for discussion, clearer instructions, and more emphasis on adapting EMI to different subject areas (i.e., STEM)

### Course Satisfaction Metrics

All KPIs exceed 4.3/5.0, indicating high overall satisfaction. Instructor knowledge received the highest rating (4.75-5.0), followed by course effectiveness, and improved confidence in teaching EMI.

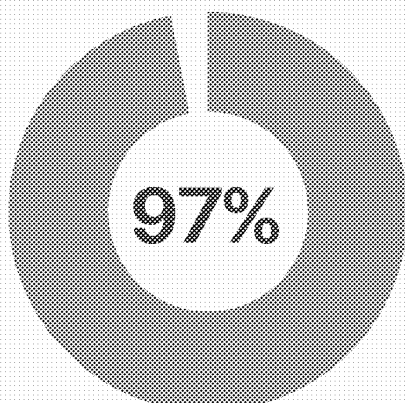


EMI Course Overall Satisfaction Fall 2025\*



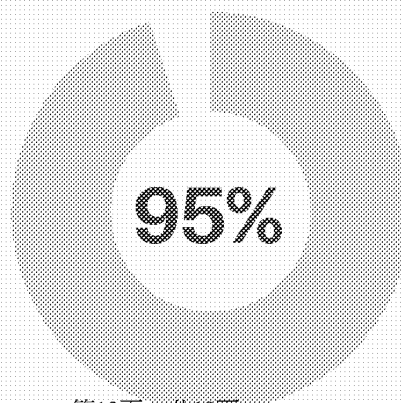
% Participants who would "definitely" recommend this course to other professors

Instructor Effectiveness



Participants rating overall instructor effectiveness at least 4/5.  
\*(Parts 1 & 2 Only)

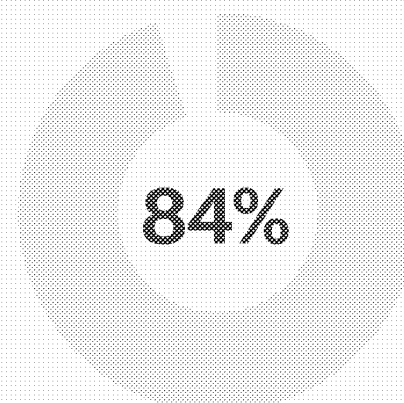
Course Effectiveness



第12頁, 共13頁

線上簽核文件列印 - 第13頁/共14頁

EMI Confidence Increase



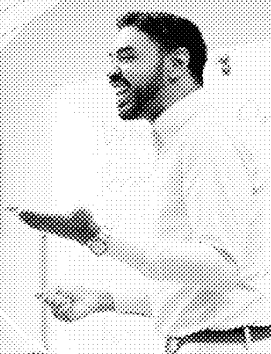
Participants feeling more confident about using EMI in the classroom.\* \*(Parts 1 & 2 Only)





EMI TEACHER TRAINING

# 114學年度 EMI教師培訓



INSTRUCTOR

AIT English Language Fellow

**Mr. Jye Smallwood**

## EXPERIENCE



University of Cambridge PhD candidate,  
Theoretical & Applied Linguistics

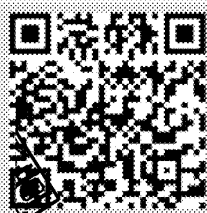
University of Oxford MA,  
Applied Linguistics for Language Teaching

Extensive international teaching experience  
in over 10 countries

### Part I (March)

• Option A: Mondays,  
Mar. 2, 9, 16, 23 | 13:10–16:00

• Option B: Thursdays,  
Mar. 5, 12, 19, 26 | 9:10–12:00



• Option A: Tuesdays,  
Apr. 7, 14, 21, 28 | 13:10–16:00

• Option B: Thursdays,  
Apr. 9, 16, 23, 30 | 9:10–12:00

### Part II (April)

### Part III (May)

• Option A: Wednesdays,  
May 6, 13, 20, 27 | 9:10–12:00

• Option B: Fridays,  
May 8, 15, 22, 29 | 13:10–16:00

