

國立臺灣師範大學 EMI TA 能力測驗  
EMI 教學演示教案示例  
National Taiwan Normal University  
The Assessment of EMI TA Skills  
EMI Teaching Demonstration Lesson Plan **[EXAMPLE PLAN]**

I. Basic Information			
Instructor Name	Claire Delune		
Concept	Using glossaries in EMI	Field	Bilingual Education
Teaching Materials	1. Academic book: <i>Language Use in English-Medium Instruction at University</i> by Lasagabaster and Doiz (2021) 2. Video Lecture: <i>Signposting Language and Subject Specific Vocabulary</i> [ <a href="https://www.youtube.com/watch?v=u4QLed7HQVI&amp;t=866s">https://www.youtube.com/watch?v=u4QLed7HQVI&amp;t=866s</a> ] by Kathy Watson	Grade Level	<input type="checkbox"/> Freshmen 大一 <input type="checkbox"/> Sophomore 大二 <input type="checkbox"/> Junior 大三 <input checked="" type="checkbox"/> Senior 大四 <input type="checkbox"/> Graduate 研究所
Learning Objectives (See Appendix A for more)	Students can <b>understand</b> , <b>analyze</b> , and <b>create</b> glossaries and vocabulary lists		
EMI Teaching Strategies	Please tick the teaching strategies you plan to employ. You do not need to tick them all. <input checked="" type="checkbox"/> Pre-lecture reading <input checked="" type="checkbox"/> Multimodal resources <input type="checkbox"/> Glossaries / vocabulary lists <input type="checkbox"/> Signposting language <input checked="" type="checkbox"/> Question, Think-Pair-Share, Cold Call <input type="checkbox"/> 3,2,1 Exit Tickets <input checked="" type="checkbox"/> Provide an agenda <input type="checkbox"/> Translanguaging <input checked="" type="checkbox"/> Structured group work <input type="checkbox"/> Inquiry-based teaching <input type="checkbox"/> No penalty reattempt assessments <input type="checkbox"/> Other:		
Student Prior Knowledge	List no more than two concepts your students will be expected to know in advance: (1) Understand the concept of EMI courses (2) Know how to use online and/or physical dictionaries		
Anticipated Challenges and Solutions	Briefly explain one anticipated challenge and your solutions: (1) Challenge: Difficulty selecting important words; Solution: Structured group work practice.		

## II. Teaching Design

Item	<b>Procedure</b> Note: The terms <i>instruction</i> and <i>activity</i> are included only as a general guide. It is not necessary to include both steps for every item section. Please include only as relevant for your lesson plan's specific concept, field, and learning objectives.	Time	Teaching Resources (ex: PPT, Photo, etc.)
Warm-up	<b><u>Instruction</u></b> <ol style="list-style-type: none"> <li>Review Agenda</li> <li>Introduce warm-up group discussion [discussion activity further explained below]</li> </ol> <p>In groups of 3-4, ask the following questions:</p> <ol style="list-style-type: none"> <li>For you personally, what is the most challenging aspect of reading academic texts?</li> <li>What skills have you learned, by yourself or from an instructor, to overcome these challenges?</li> <li>Do these skills change depending on what language you are reading in? Explain.</li> </ol> <b><u>Activity</u></b> In small groups, students will talk for up to 10 minutes while the TA moves from group to group, joining in periodically. After 10 minutes, each group briefly presents their group conclusions.	1:30	PPT with agenda and discussion questions; Timer
Presentation	<b><u>Instruction</u></b> <ol style="list-style-type: none"> <li>Introduce the concept of a glossary.</li> <li>Play video lecture by Kathy Watson (University of Adelaide) <i>Signposting Language and Subject Specific Vocabulary</i>  <a href="https://www.youtube.com/watch?v=u4QLEd7HQVI&amp;t=866s">[https://www.youtube.com/watch?v=u4QLEd7HQVI&amp;t=866s]</a> from 13:56 to 21:20 about the various EMI reading support tools. Pause the video and ask students to silently raise their hands to vote for the correct answer.</li> <li>Turn to the pre-lecture reading. Ask students (using the think, pair, share method) to summarize the main benefits of a glossary or vocabulary list according to the authors Lasagabaster and Doiz.</li> <li>Demonstrate a step-by-step example of how to create a glossary for a 1-paragraph text, using PPT.</li> <li>Pass around distinct 1-paragraph text handouts for students in small groups to read and generate a glossary for. [Activity further explained below.]</li> </ol> <b><u>Activity</u></b> In small groups, students create a glossary for their 1-paragraph text. Each paragraph is unique and belongs to a specific discipline. Students must first agree amongst themselves on which words to include in the glossary and then find the best definition for the word in its context. After 10 minutes, groups will exchange glossaries. This activity continues into the next section, Review and Assessment.	2:45	PPT with images, key words, and relevant screen captures of pre-lecture text; Kathy Watson lecture video; PPT with example of glossary writing; Handouts of unique 1-paragraph text; Timer

Review & Assessment	<b><u>Instruction</u></b> Peer evaluation assessment	0:45	n/a
	<b><u>Activity</u></b> Still in their groups, ask students to read the paragraph and associated glossary written by another group. As a group, they can then provide a short assessment for their peers, highlighting both what is good and what needs to be changed.		
III. Lesson Plan Self-Evaluation			
Target		Tick If Completed.	
Before designing the teaching concept, I clearly evaluated students' prior knowledge to reduce learning barriers for them.		✓	
When planning my instruction and activities, I anticipated what challenges my students might face during class and came up with solutions to help them achieve the learning objectives.		✓	
When designing teaching topics, I paid attention to using English that is easy to understand.		✓	
After students have completed this course, they should be able to achieve the learning objectives set out in this lesson plan.		✓	
During the teaching process, I have timely used <b><u>Classroom English</u></b> and <b><u>Signposting Language</u></b> to assist students in understanding the course content.		✓	
I have utilized the expected EMI Teaching Strategies during my teaching demonstration.		✓	