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	Ms. Emita Tan		
Concept	Using glossaries in EMI	**Field**	Bilingual Education
Teaching Materials	1. Academic book*: Language Use in English-Medium Instruction at University* by Lasagabaster and Doiz (2021) 2. Video Lecture: *Signposting Language and Subject Specific Vocabulary* [https://www.youtube.com/watch?v=u4QLEd7HQVI&t=866s] by Kathy Watson	**Grade Level**	□ Freshmen大一 □ Sophomore大二 □ Junior大三 ✔ Senior大四 □ Graduate研究所
Learning Objectives (See Appendix A for more)	Students can **understand**, **analyze**, and **create** glossaries and vocabulary lists		
EMI Teaching Strategies	Please tick the teaching strategies you plan to employ. You do not need to tick them all. ✔ Pre-lecture reading ✔ Multimodal resources □ Glossaries / vocabulary lists □ Signposting language ✔ Question, Think-Pair-Share, Cold Call □ 3,2,1 Exit Tickets ✔ Provide an agenda □ Translanguaging ✔ Structured group work □ Inquiry-based teaching □ No penalty reattempt assessments □ 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	**Procedure** Note: The terms *instruction* and *activity* are included only as a general guide. It is not necessary to include both steps for every item section. Finally, please remember to use blue text for the section(s) you choose to include in your teaching demonstration.	**Time**	**Teaching Resources (ex: PPT, Photo, etc.)**
Warm-up	**Instruction** 1. Review Agenda 2. Introduce warm-up group discussion [discussion activity further explained below] In groups of 3-4, ask the following questions: A. For you personally, what is the most challenging aspect of reading academic texts? B. What skills have you learned, by yourself or from an instructor, to overcome these challenges? C. Do these skills change depending on what language you are reading in? Explain. **Activity** 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
Content Delivery	**Instruction** 1. Introduce the concept of a glossary. 2. Play video lecture by Kathy Watson (University of Adelaide) *Signposting Language and Subject Specific Vocabulary* [https://www.youtube.com/watch?v=u4QLEd7HQVI&t=866s] 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. 3. 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. 4. Demonstrate a step-by-step example of how to create a glossary for a 1-paragraph text, using PPT. 5. Pass around distinct 1-paragraph text handouts for students in small groups to read and generate a glossary for. [Activity further explained below.] **Activity** 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	**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

	continues into the next section, Review and Assessment.		
Review & Assessment	**Instruction** Peer evaluation assessment **Activity** 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.	**0:45**	**n/a**

III. Lesson Plan Self-Evaluation	
Check Item	**Tick If Completed.**
My expectations for students' prior knowledge, anticipated challenges and proposed solutions are appropriate for the course's concept, field and grade level.	✓
My selected teaching materials are appropriate for the learning objectives and are implemented in the teaching design.	✓
The lesson's learning objectives are reflected in each section of the teaching design.	✓
My selected EMI teaching strategies are explicitly referenced in the teaching design.	✓
The warm-up, content delivery, and review / assessment sections of my lesson plan are related to each other and the learning objectives.	✓
My plan for content delivery is interactive, and integrates several EMI teaching strategies to support students.	✓
The review/assessment section highlights knowledge or skills outlined in both the lesson's learning objectives and content delivery.	✓