

My EMI & My Students' EML Experiences

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An Overview on My EMI Experiences

- Six years of teaching EMI courses in STUST (南臺科技大學):
Statistics, Financial Markets, International Finance, for undergraduate, master, PhD and even exchange students in summer program
- Two years of teaching EMI courses in NSYSU:
International Finance, Financial Engineering, Empirical Finance Methods, Behavioural Finance & Private Banking, Financial Data Analysis (all levels)
- However, I only had some tutorial experiences during my PhD study, and began to learn about EMI or ESP in an international conference in 2016
- I soon realized: EMI is not just teaching in English

An Overview on My EMI Experiences

- To be honest, I barely survived the first year of teaching by many standards
- Attended workshops in 中正大學 (twice), in NSYSU, and also the trainings offered by British Office (many times) in STUST
- Made some progress in the second year, and in the third year got a higher-than-average student feedback score for the International Finance course
- Many Taiwanese students are young enough to adapt to this environment, and show positive signs in learning (e.g. not too bad IELTS results);
- But still a challenging task, especially to handle or manage a class with 1/3 of which international students and the rest Taiwanese students

An Overview on My EMI Experiences

- Kept developing EMI skills: 全英授課教師成長社群召集人(STUST), 跨校 EMI 教師成長社群召集人(NSYSU); 申請通過教育部教學實踐研究計畫
- Been invited to give this talk in 朝陽科技大學, 屏東科技大學, 樹德科技大學, 高雄醫學大學, 國立台南大學, 台灣科技大學, 台中科技大學, 輔英科技大學
- Faced a different type of challenge in NSYSU, but have completed a training program in NSYSU: *Certificate in EMI Skills* by Cambridge English
- One thing which is particularly important is – I've been quite enjoying learning English throughout my life, and
- From my past experiences it is *better* to learn a subject area in English

Useful Tips and Skills

- We need to be able to justify EMI teaching/learning; for example:

函數 ... function

股票 ... stock, share or equity

動差 ... moment

- Perhaps some subject areas are more suitable for EMI than others
- It can be useful to highlight some key words (slightly advance and frequently encountered) in the beginning of a lecture;
- The aim is to lower the barrier to students and help them feel comfortable in an EMI environment

Useful Tips and Skills

- To build “rapport¹” with students in an early stage of a course (but be patient)
- Need to create or foster a friendly atmosphere, especially for an EMI course
- We can do some icebreakers, for example: 3+2, 8, 42, 965 and 5391
- For group teaching, a mini white board can be very helpful (and also 學習單)²
- Signposting is another key factor in navigating a 3-session lecture:

“We will start with ... then I will cover ... and we will finish with ... the key thing to take away is ... ”; also, “I will go over ... quickly, and focus more on ...”

¹ A good understanding of someone and an ability to communicate with them well, from Cambridge Dictionary.

² See Appendix for example.

Useful Tips and Skills

- In the first few weeks, it is of great importance to show students that:
 - Their questions, comments and suggestions are welcomed and appreciated (to minimize the probability that a stunned silence situation occurs)
 - Help and assistance will be offered so that they know how to complete assignments (most often for critical reading and academic writing); see Appendix
- When students know they will get support from you, sometimes (okay, rarely) they will approach you and ask how to improve their English
- Therefore, I do not implement a 100% EMI teaching, but mix it with a CLIL – content and language integrated learning – style

Useful Tips and Skills

- There are two techniques I find useful: scaffolding and immersion teaching
- Examples on scaffolding: a manual for financial calculator, tips for using Excel in computer workshop, or a step-by-step derivation of some result (see Appendix)
- Examples on immersion teaching: the definition of money, the PPP³ exchange rate calculated from MacDonald's BigMac, a banking game on trading currency
- Of course, these approaches have their limits, and sometimes we just need to push students forward (with positive results in both STUST and NSYSU)
- The goal is to help them become independent in learning (by making decisions)

³ Purchasing Power Parity.

Useful Tips and Skills

- So teaching is not easy, and most of us did not receive training on how to do teaching in our PhD, but –
- A full training program like Cambridge Certificate in EMI Skills include:
Eight modules on (1) lecturing, (2) setting and leading a seminar, (3) group teaching and practical sessions, (4) advising and supervision, (5) online communication, (6) giving oral and written feedback, (7) other academic situations like conference or social events and (8) students with different cultures
- Very reminiscent of my study experiences in Lancaster; in this sense, I would consider EMI a necessary step to the creation of an academic environment

Beyond Tactics and Skills



Photo credit: <https://www.isc-edu.com/lancaster-university-visit/>

Beyond Tactics and Skills

- “每一個熱衷於教學的老師都會(或都該)有某種程度的虛榮, 我自己也不例外, 會因為學生的熱情反應而雀躍, 因為學生的漠然而感到沮喪”(黃俊儒 2020)
- I shall discuss the impact of adopting EMI teaching on ourselves from three perspectives: (1) ex ante preparation, (2) ex post expectation management and (3) a long-term development
- What can we do to be well prepared for giving an EMI course?
 - Review lecture notes or teaching materials, make a plan and “visualise”
 - Focus on things/issues/questions that can be solved

Beyond Tactics and Skills

- In terms of expectation management
 - After several lectures, we get to know the class better (by many means), and can modify our expectations toward students and ourselves
 - Can shift students' learning mode by giving them practical sessions or workshops, or using group teaching or seminars
 - After a (long) semester, review lecture notes again and make adjustments according to the updated expectations
- A TA will be helpful in this process of obtaining feedback and managing expectation

Beyond Tactics and Skills

- In terms of long-term development: the merits may include: higher pay; a more analytical⁴, or a more objective⁵, or a less emotional⁶, or even a different mindset⁷; a higher awareness among students about Plagiarism; some personal benefits!



⁴ Kahneman, D. (2011) *Thinking, Fast and Slow*, Farrar, Straus and Giroux, New York.

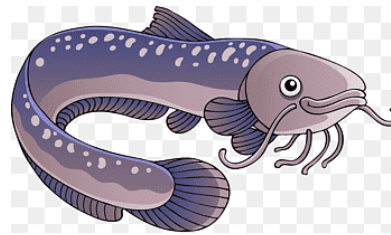
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⁶ Costa, A., et al (2014) "Piensa" twice: On the foreign language effect in decision making, *Cognition* 130, 236-254.

⁷ Athanasopoulos, P. et al (2015) Two languages, two minds: Flexible cognitive processing driven by language of operation, *Psychological Science* 26, 518-526.

Beyond Tactics and Skills

- We can also talk about frustrations but they are not limited to EMI courses
- Being in a group of teachers has been vital to me: the STUST EEL (Enjoy English Learning) Club



➤ Table discussion:

“What can you do when students just want to pass with minimum efforts?”

“Cultural comparison of Taiwanese and British education”

- That’s also what keeps me going on my EMI journey

Suggestion and Conclusion

- EMI is a term that can be intimidating to some people; my approach is to do less than 100% EMI for an EMI course, and do about 60% EMI in a non-EMI course
- We need to know why some students choose EMI courses, and some do not – if we want to make the ultimate goal of a bilingual environment
- Be patient and stay positive
- There are many challenging tasks but rewards will be much more.

Thank you.

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