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從臺灣職前教師的角度理解英語授課
(EMI)的有效性：看法、因素和建議

*Understanding the effectiveness of EMI
from Taiwan pre-service teachers'
perspectives: Perceptions, factors, and
suggestions*

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口頭論文發表

Understanding the effectiveness of EMI from Taiwan pre service teachers' perspectives: Perceptions, factors, and suggestions

**從台灣職前教師的角度理解英語授課（EMI）的有效性：
看法、因素和建議**

關鍵字：EMI, teacher education, pre service teachers, perceptions

論文摘要：

全球化及國際化的影響促使英語授課 (English as a medium of instruction, EMI) 在全世界蔚為風潮，其中在高等教育階段，越來越多的大學開設 EMI 課程，也有不少學者進行 EMI 相關研究。然而，被視為高等教育一部分的師資培育 (Niemi, 2022)，EMI 課程的實施與研究仍處於起步階段 (Yuan, 2020, 2023)，有賴師培教師或研究人員進一步探索。

在台灣師資培育中，也逐漸為職前教師開設 EMI 課程，透過課程培訓，職前教師學習教育科目專門知識和 EMI 教學的技能，可幫助其具備雙語教學的基本知能並用於未來中小學實習或任教。然而職前教師是否從 EMI 課程中獲利呢？要了解職前教師是否從 EMI 課程中受惠，一個可行的方法是探索職前教師的看法。正如學者 LiLi (2020) 所指出的，學習者的觀點至關重要，因為學習者的看法決定他們是否從課程中受益。

有鑑於此，為了增加現有文獻於 EMI 及師資培育研究領域，並瞭解師培 EMI 課程的有效性，本研究探討台灣職前教師在 EMI 課程學習後的看法，包括 (1)對課程內容、自己的學習和學習動機整體感受如何、(2)哪些因素促進和阻礙其在 EMI 課程的學習，以及 (3)對 EMI 課程的建議。

本研究實施的 EMI 課程是台灣南部一所師範大學開設的教育課程，名為「課程發展與設計（雙語教學）」，也是中等教育的職前教師修讀期間的必修課程。研究對象為來自不同系所修習此課程的 23 位職前教師。收集的資料包括職前教師填寫的線上問卷和課程學習心得。線上問卷結果的量化資料以描述性統計呈現，課程心得質性資料則透過內容分析法進行分析，將心得報告內容相似的語句分類，並產生主題。

本研究結果顯示 (1)大多數職前教師對 EMI 課程內容和自己的學習抱持著正面態度，然而職前教師似乎只有中等而不是較高的學習動機。(2)促進 EMI 課程學習的因素包含中英文語言的使用、多元的課程設計和教學者的支持與榜樣。阻礙 EMI 課程學習的因素則是與較低的語言程度、缺乏學科知識內容和較快的教學節奏有關。(3)職前教師對 EMI 課程提出一些相互矛盾的建議，(例如：教師中英文使用比例。有些職前教師希望老師可以多用中文解釋課程內容，有些則希望老師課堂使用英文的部分可以再多一些)，這可能是因為職前教師英語能力和學科內容的背景知識程度不同所造成的。

依據研究結果建議如下：(1)較低的語言能力和 EMI 課前缺乏學科內容知識使 EMI 學習變得困難，師資培育機構可提供修習 EMI 課程前的先修課程並引導職前教師選修（如：語言課程、教育科目中文課程）。(2)較快的教學節奏影響職前教師對學科內容的理解，師培教師進行英語授課時，適度暫停或暫停數次，可為職前教師提供時間消化、反思或討論學習內容。(3)師培教師以英語教授學科時，可掌握本研究發現的促進 EMI 課程學習順利的因素，並採取相應的策略。

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English as a medium of instruction (EMI) in teacher education is a developing phenomenon, and related research is limited. In Taiwan, some teacher education programs are gradually offering EMI courses for pre-service teachers to enhance their EMI pedagogical knowledge and skills through course training. To understand whether pre-service teachers gain profit from EMI courses, one possible way is to explore pre-service teachers' perceptions. In view of this, the present study investigated pre-service teachers' perceptions of an EMI course, including how they sensed the course content, their learning and motivation, what factors they perceived to facilitate and hinder their learning, and their suggestions for improving the EMI course.

The EMI course in this study is called "Curriculum Development and Design (bilingual instruction)", which is an education course offered at a teacher training university in southern Taiwan, and is also a required course for pre-service teachers. Twenty-three pre-service teachers from different departments took this course and participated. Data collected included an online survey and the pre-service teachers' reflection papers. Quantitative data obtained from the online survey were analyzed through descriptive statistics, the numbers and percentages of the participants' responses to each question were recorded. Qualitative data from the reflection papers were analyzed through content analysis. Two raters, the researcher and a university instructor, evaluated the data to identify similar phrases, categorize them, and generate themes.

The results of analysis indicated that the pre-service teachers' overall perceptions of course content and their learning tended to be more positive, and perceived motivation was moderate. Facilitating factors were associated with (1) language (e.g.,

the use of L1 opportunely and properly to scaffold learning; using simple English and speaking English slowly during instruction), (2) curriculum (e.g., diverse learning activities and more peer interaction), and (3) instructor (e.g., the support from the instructor; the instructor as a role model). Hindering factors were related to (1) lower language proficiency, (2) lack of prior knowledge or little understanding of subject content before EMI classes, and (3) the faster pace of instruction (e.g., few or short pauses during instruction). As for the suggestions, some of the pre-service teachers' suggestions for improvement conflicted. For example, some pre-service teachers suggested the need for more Chinese while some preferred more English. This may be due to the different levels of pre-service teachers' English proficiency and background knowledge of subject content.

Finally, based on the findings, this study provides some pedagogical implications to help teacher educators and teacher preparation programs implement EMI more effectively. First, lower language proficiency and lack of content knowledge prior to EMI courses would make learning in EMI classes more difficult. It is suggested that teacher training institutions can provide prerequisite courses (e.g., language learning courses, the same education course delivered in Chinese) for pre-service teachers, and guide them to take these courses before taking EMI courses. Second, the faster pace of instruction affects pre-service teachers' understanding of subject content. Teacher educators are suggested to pause moderately or pause several times before moving on to teach a new unit or concept, which could provide time for pre-service teachers to digest and reflect on current learning content, or discuss questions that puzzle them with peers. Third, this study found the facilitating factors perceived to smooth the way of learning in EMI courses. It is recommended that teacher educators implementing EMI in subject teaching grasp these factors and use corresponding strategies.