



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.elprograms.org

EMI TRAINING TEAM



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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!



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Training & Development Objectives



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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 demonstrates effective transfer of subject knowledge

Workshop Series Framework



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

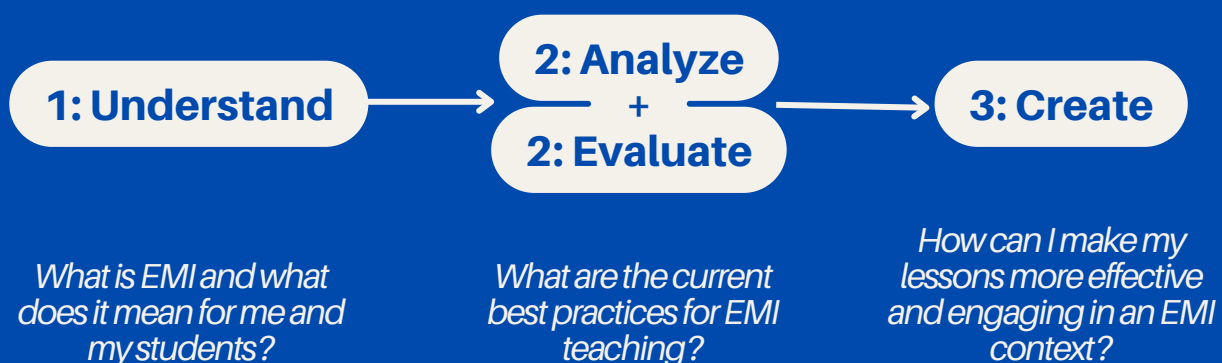
Part 1: helps faculty understand basic principles of EMI and teaching and learning through the latest research, case studies, and collaborative activities.

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	- Defining EMI - Incidental Learning - Noticing Hypothesis - Schema Theory - Processing Theory	Critical Research Summaries	Professional Development Exercise (PDE)
			Group Presentations: EMI and Theories of Learning	
2. ANALYZE THEORIES AND MODELS OF LEARNING	2	- Bloom's Taxonomy - Inquiry-based Learning - Pathways to Learning	Group Presentations: Goals & Objectives	Background Essay
3. EVALUATE CURRENT EMI TEACHING PRACTICES			Peer & Instructor Feedback	
4. CREATE EFFECTIVE EMI LESSONS	3	Lesson Frameworks & Procedures	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.



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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



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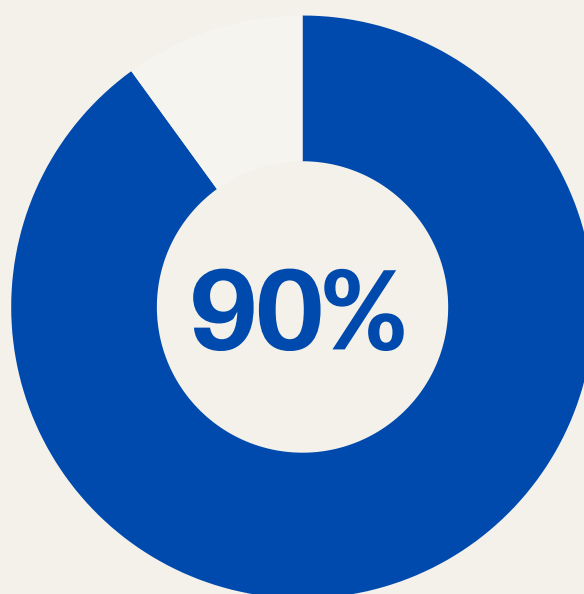
END-OF-COURSE EVALUATIONS: FALL 2025

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

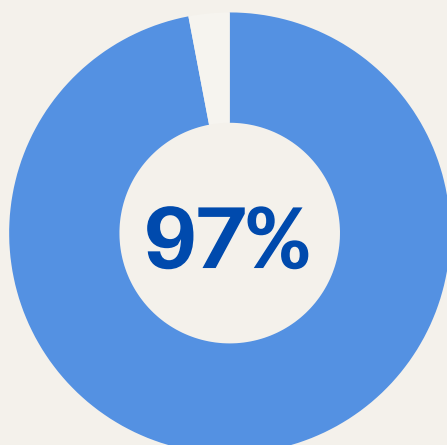
All KPIs exceed 4.3/5.0, indicating high overall satisfaction. Instructor knowledge received the highest rating (4.75-5.0), followed by course effectiveness, and improved confidence in teaching EMI.

EMI Course Overall Satisfaction Fall 2025*



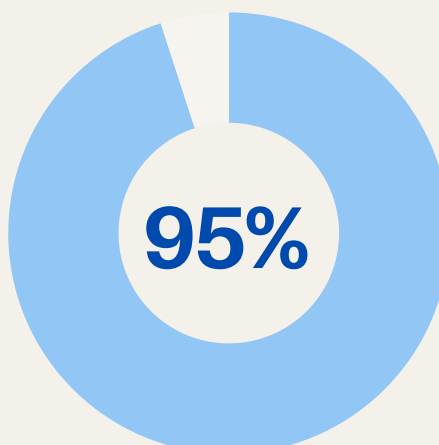
% Participants who would "definitely" recommend this course to other professors

Instructor Effectiveness



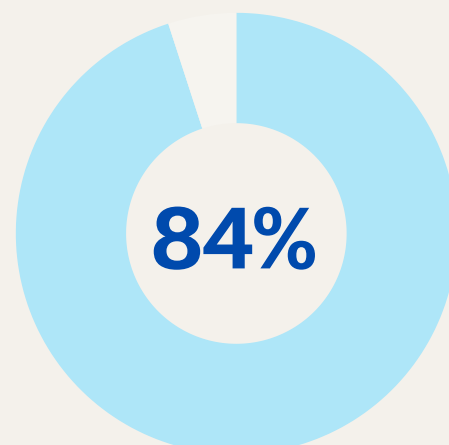
Participants rating overall instructor effectiveness at least 4/5.
*(Parts 1 & 2 Only)

Course Effectiveness



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

EMI Confidence Increase



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