



國立臺灣師範大學

NATIONAL TAIWAN NORMAL UNIVERSITY

EMITA Handbook

全英語教學助理資源手冊



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第一章

臺師大推動全英語 學習環境的背景

2030雙語國家政策發展藍圖

Blueprint for Developing Taiwan into a Bilingual Nation by 2030



1.1 臺灣2030雙語政策

面對全球化及國際化浪潮，「雙語力」及「數位力」已成為臺灣接軌國際與提升臺灣產業國際競爭力不可或缺的能力。為吸引跨國企業來臺投資，進而創造更多工作機會、建立優質產業環境與提升平均薪資所得，政府提出「2030雙語政策」，培養具備專業素養及語言能力的國際移動競爭力人才。

為有效推動與執行2030雙語政策，行政院指示國家發展委員會統籌協調各部會相關資源及規劃雙語政策，並由各部會共同協力執行，擬定相關策略以提升國人英語能力為主軸，讓下一代更具國際競爭力。



1.2 臺師大推動全英語學習環境之概況

I. 臺師大雙語教育的發展



國立臺灣師範大學（臺師大）依據《2020-2025校務發展計畫》積極打造國際化校園環境，並積極培養學生的國際競爭力。自110學年度起，臺師大獲教育部認定為雙語重點培育學校，致力於學生雙語化學習計畫（BEST計畫）。經過三年的努力，113學年度再度獲得教育部的肯定，成功晉升為標竿大學，獲得「全校型標竿計畫」。本校在QS 2022世界大學排名之教育、圖資、語言、運動，4個學科進入全球前100名，並在最新U.S. News全球大學排行榜中，教育領域排名全球第七，顯示出學校在這些領域的優秀表現。

此外，臺師大師資培育學院是臺灣唯一提供國際文憑教師證照（IBEC）師培資格的大學，其全英語授課教師培訓課程更是獲得國際肯定，支持學校在教師專業發展方面的卓越成效。早在2017年，臺師大便與英國文化協會合作開設全英語授課教師培訓課程，積極提升教師在專業領域的全英語授課能力。臺師大將持續招聘外籍教師及具備全英語教學能力的教師，以加強師資的多元性及專業發展。





II. 以學生為本達成雙語學習目標

除了強化教師的專業能力，學生的語言準備度與學習支持系統也是雙語教育成功的關鍵因素。臺師大以「從選擇中開創機會」為核心理念，為學生提供更多全英語授課課程的「選擇」，幫助他們在專業領域中發展雙語能力，從而創造具備國際競爭力的「機會」。

為配合不同學生的英語能力，臺師大採用三階段的課程發展模式，從基礎英語學習課程、專業領域之學術英語，跨接到各學院之全英語專業課程，透過循序漸進的方式，提升學生的英文素養，幫助他們在學術和職業生涯中取得成功。此外，臺師大還是全國首創產學合作全英語課程的學校，通過與產業界的合作，讓學生在實習及課堂學習中，體會英語能力與職業競爭力之間的密切關聯，並激發他們選擇修習全英語課程的動機。



如欲瞭解更多有關臺灣雙語教學之相關資訊，請觀看 Moodle 第三階段培訓線上課程中的「Introduction to EMI - Bilingual Education in Taiwan」。



第二章

全英語教學助理 的簡介

2.1 當全英語教學助理前需知道的事



I. 擔任全英語教學助理的事前準備

為建立友善全英語學習環境，擔任本校全英語教學助理需具備符合相當於歐洲共同語言參考架構（CEFR）B2以上等級之英文能力資格（113學年為緩衝期，接受達CEFR B1等級者申請）。因此，你在申請擔任全英語教學助理之前，建議利用學校提供的資源，例如英語學術素養中心的諮詢輔導，或是參加由共同教育委員會外文教育組協辦的培力英語能力檢定及英語課程獎勵，以提升自身的英語能力並獲得相關資格。

此外，全英語授課的課堂中將會使用到各種英語教學技巧。因此，建議你在申請之前，先瞭解全英語授課課堂的運作方式，或參閱雙語教學研究中心製作的「課室英語手冊」等資源，熟悉課堂中常用的語句，以為擔任全英語教學助理做好準備。

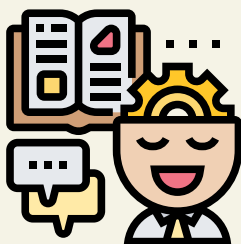




II. 破解全英語教學助理之迷思

教學助理分為一般課程的教學助理與全英語教學助理，這兩者之間有何差異？全英語教學助理是否必須具備非常強的英文能力才能勝任？擔任全英語教學助理是否需要先修過該門課程？除了一般教學助理的培訓外，全英語教學助理是否需要參加額外的培訓？以下資訊將幫助解答這些疑問。

根據教育部制定的《大專校院學生雙語化學習計畫全英語授課（EMI）指引》，教師在課堂內應以全英語授課為主。雖然該指引並未要求全英語教學助理必須全程使用英語履行職務，但考慮到全英語教學助理在課堂中扮演著教師與學生之間的溝通橋樑，建議全英語教學助理應具備相當於歐洲共同語言參考架構（CEFR）B2以上等級之英文檢定能力，以營造良好的全英語學習環境。



至於是否需要申請擔任全英語教學助理前修過該門課程，則取決於不同課程或教師的要求。然而，不論是一般教學助理還是全英語教學助理，對課程內容及教師教學風格越為熟悉，在履行職責時也會更加得心應手。因此，學校非常鼓勵申請擔任全英語教學助理的你，具備相關全英語課程的學習經驗。

所有教學助理參與的培訓課程都一樣嗎？基本上，教學助理的培訓安排會根據其所協助的課程及其資歷而有所不同。符合本校《全英語授課課程教學助理補助原則》的全英語教學助理，需額外完成第三階段的培訓課程。關於教學助理培訓的詳細要求，請參閱《教學助理行政作業說明》。





2.2 全英語教學助理的角色與任務

I. 全英語教學助理的職務

全英語教學助理的職務與一般教學助理相似，主要包括支持課堂教學和處理課程行政事務，唯一的不同在於所有工作均以英語進行。在履行這些任務之前，教學助理應主動與教師溝通，明確瞭解教師對你的期待和課程的具體需求，以確保能準確執行各項任務。在課堂中，全英語教學助理的主要任務包括協助課堂運作，如點名、操作教室設備、帶領課堂討論以及翻譯課堂內容等。在課堂外，則需要協助教師管理教學平台（如 Moodle）、上傳和批改作業、發佈公告、回應學生問題以及登記成績等。總括而言，全英語教學助理在課堂內外都是教師與學生之間的有效溝通橋樑，是教學過程中不可或缺的重要角色。



如欲瞭解更多有關全英語教學助理的事前準備及其角色與任務，請觀看Moodle第三階段培訓線上課程中的「EMI TA Experience Sharing - 01 Roles and Tasks of EMI TAs」。

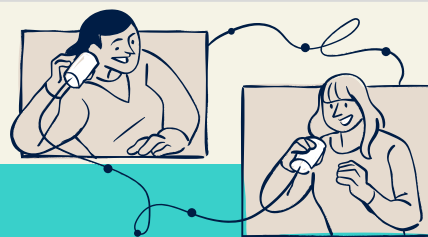
II. 全英語課程中之溝通橋樑



全英語教學助理作為課程中的溝通橋樑，具體需要履行哪些任務呢？依據過去調查，全英語教學助理會在每周課前與教師確認當周授課的主題和內容，以及學習單的評分標準和規範，以確保在課堂上能為學生提供即時的協助。

在課堂中，全英語教學助理會為學生提供即時翻譯，並以簡單易懂的方式解釋課程內容，並在學生遇到困難或有疑問時提供支援，確保學生能夠清晰理解課堂內容。此外，大多數全英語教學助理在課堂結束後，會透過課堂群組繼續收集學生的問題，並在與教師討論後提供回應，以協助維持師生間的有效溝通。

除了日常互動外，全英語教學助理有時還需通過較正式的書面溝通（如公告）向學生傳達訊息。鑑於學生的英語水平不一，建議在書面溝通時使用簡單的英語詞彙，並利用粗體或底線等排版方式強調重點，以確保公告的易讀性。此外，使用如Grammarly等工具檢查文法可以提升內容的準確性，幫助學生更輕鬆地獲取所需資訊。從全英語教學助理的職務可見，你們在課程中扮演著關鍵角色，是教師與學生之間有效溝通的重要橋樑。



如欲瞭解更多有關全英語教學助理如何促進師生間之有效溝通，請觀看Moodle第三階段培訓線上課程中的「EMI TA Experience Sharing - 02 Tips for Communication and Interaction of EMI courses」。



III. 全英語教學助理的挑戰與解方

全英語教學助理在課程的不同階段有著不同的任務。在履行這些職務時，你們可能會面臨哪些挑戰呢？本節將根據多位全英語教學助理的經驗分享，總結出在完成任務時可能遇到的挑戰以及應對策略。

全英語教學助理可能面臨的一大挑戰是與學生之間的溝通。例如，若學生在課堂上不願意用英語分享或回答問題，全英語教學助理該如何應對？有經驗的全英語教學助理建議，首先應瞭解學生抗拒的原因，例如是否因為不理解問題、不知道如何回答、未掌握授課內容或缺乏自信等。全英語教學助理可根據具體情況，採取不同的應對措施，例如調整問題內容、提供提示或引導學生利用已有知識回答問題。此外，創造支持性的學習環境，通過正向評價來鼓勵學生積極參與課堂活動，也是十分重要的。



部份全英語教學助理可能面臨的另一個挑戰是與教師的溝通，尤其是在有多位教師共同授課的情況下。每位教師的教學風格和對課堂的要求可能各不相同，這會讓全英語教學助理在開始時感到無所適從。為了應對這種情況，你應仔細記錄每位教師所交代的事項，若有不明白的地方，應及時向教師詢問並澄清。當你對教師的教學方法有所瞭解，則能更好地掌握課堂節奏。因此，若在擔任全英語教學助理之前已經修習過相關課程，將對履行職責大有幫助。

此外，全英語教學助理在剛開始執行任務時，可能因為缺乏相關經驗而感到困惑。例如，不確定如何撰寫英文公告、如何帶領英語課堂討論，或如何成為教師與學生之間的溝通橋樑。下一章將提供一些實用攻略，希望能協助全英語教學助理更輕鬆地完成職務。



如欲瞭解更多有關全英語教學助理的挑戰與解方，請觀看Moodle第三階段培訓線上課程中的「EMI TA Experience Sharing - 03 Self-Growth and Challenges」。



第三章

全英語教學助理 實用攻略



3.1 全英語教學助理書面溝通指南

全英語教學助理是課程中重要的溝通橋樑。除了日常對話外，你們經常需要進行書面溝通，例如發佈公告以通知學生有關課堂的重要消息或作業相關細節，或是發送邀請函以邀請校外講師來課堂分享等。本節旨在為全英語教學助理提供書寫範例及實用的書寫工具，以協助你們在進行書面溝通時更加得心應手。

1. 英文公告書寫範例

當需要在課前或課後通知學生有關課堂的相關訊息時，一般會以公告形式發佈。與一般的社群互動訊息不同，公告的形式較為正式，因此在撰寫時需遵循特定的準則。以下將提供一則英文公告範例，以及撰寫公告時需要注意的事項，供全英語教學助理參考。



範例:

Subject: KESL 0315 Welcome Announcement → 擬定清晰簡潔的主題

Welcome to KESL 0315! → 問候語

Our class will be meeting from 7:00 p.m. to 8:50 p.m. from Monday to Thursday. However, instead of having physical lessons, we will be meeting online through Webex Training. → 組織：每段一個重點

To get into the program:

1. Go to Moodle
2. Click on our course: KESL 0315 → 重要信息：使用列點或不同顏色
3. Click on the Webex link
4. Click "Join" anytime between 6:45 p.m. to 7:00 p.m. on the days our class meets.

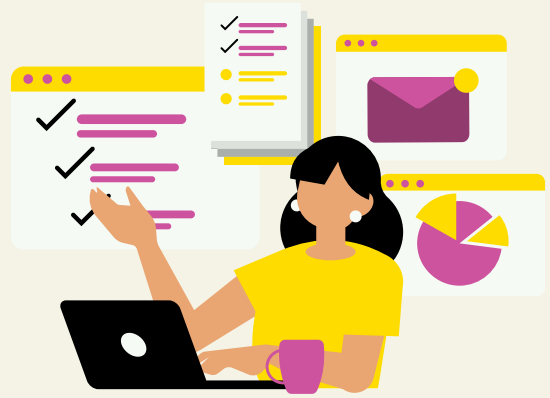
I have also made a video to show you how yo get the [Webex Training](#).

I look forward to seeing you all. If you have any questions, please contact me through email: [email] or call me at [phone no.]. → 聯繫方式

Modified from: [Announcement Examples](#)

1. 擬定清晰簡潔的主題：使用關鍵字來確定公告的主題，讓學生能夠迅速瞭解公告內容。
2. 問候語：以問候語作為公告的開端，有助於建立友好和熱情的氛圍。
3. 組織：遵循每段一個重點的原則，避免訊息過於複雜。
4. 重要信息：使用列點或不同顏色來突出重要資訊，幫助學生掌握關鍵內容。
5. 聯繫方式：提供全英語教學助理的聯繫方式，以便學生能查詢公告相關內容。





II. 英文邀請函書寫範例

當協助教師邀請校外講師來課堂分享時，相較於以學生為對象之公告，全英語教學助理應更注重邀請函的書寫禮節。為了讓全英語教學助理對如何撰寫英文邀請函有更清晰的瞭解，以下提供一個範例及五項注意事項。

範例:

From: [EMI TA's email] → 使用大學官方電郵

To: [Speaker's email]

Subject: Guest lecture invitation for Prof. A's class → 擬定清晰簡潔的主題

Dear [name of speaker] → 使用合適的稱呼語 (教授/博士./女士/先生./其他稱號)

I am the teaching assistant of Prof. A's course. On behalf of Prof. A, I am writing to invite you to give a guest lecture on [the topic] for the course [course title] on [date] at [time].

The guest lecture will be held at [venue]. A [lunch/tea reception] with Prof. A will be arranged [before/after] the lecture.

Grateful if we could have your reply by [date]. Should you have any questions, please feel free to contact me at [phone no.] or by email.

Yours sincerely

[Signature] → 簽署全名

[Name of the Sender]

→ 組織:

1. 寄件人身份

2. 主要目的

3. 相關資訊 (例如: 回覆期限, 寄件人聯繫方式等)

Modified from: [Invitation letter | Format, samples and how to write an invitation letter?](#)

1. 使用大學官方電郵：邀請的講者通常是首次接觸，使用官方電郵有助於對方瞭解邀請的來源並提升邀請的正式性。
2. 擬定清晰簡潔的主題：在主題中明確標示這是一封邀請信，以降低被誤認為陌生信息或垃圾郵件的可能性。
3. 使用合適的稱呼語：在寄送邀請信前，應先確認講者的身份或職務。如果講者擁有博士學位或是教授，應使用「**Doctor (Dr.)**」或「**Professor (Prof.)**」作為稱呼。
4. 組織：如果是第一次與講者聯繫，應首先進行簡單的自我介紹，然後說明來信的主要目的並提供相關資訊。最後，可以設定回覆期限並提供聯繫方式，方便講者進行回覆。
5. 簽署全名：在正式信函中，結尾簽名時應附上全名。

III. 英語書寫小幫手

全英語教學助理在撰寫公告或邀請信時，應確保英語用詞精確。因此，建議在擬訂初稿後，利用語言工具或人工智能程式檢查用詞、語法等是否正確。寄送信函前，請再次確認內容無誤，以維持書面溝通的專業水準。





以下為臺師大教師推薦的幾項線上工具，每項工具具有不同的功能，包括檢查文法、改寫句子及選擇合適詞彙等，提供給全英語教學助理參考：

- 文法檢查：Grammarly (<https://www.grammarly.com/>) 提供即時的文法檢查、風格建議、詞彙增強及抄襲檢測功能，有助於提升寫作的清晰度、正確性及效果。
- 改述語句：Quillbot (<https://quillbot.com/>) 是一款由人工智慧驅動的改寫工具，能將複雜句子重新表達為簡單易懂的語句，提高可讀性。
- 語料庫：Netspeak (<https://netspeak.org/>) 可用來探索詞語、片語及語言使用在數位領域中的演變，有助於找到更合適的用詞。
- 語言搜尋：Linggle (<https://linggle.com/>) 根據特定語言模式或情境找到常用片語或句子，幫助提高寫作的流暢度和準確性。

除了上述線上書寫工具外，本校英語學術素養中心亦提供了多項資源以提升英語能力。欲瞭解更多資訊，請瀏覽：
<https://www.cal.ntnu.edu.tw/>。



如欲瞭解更多有關全英語教學助理書面溝通的實用資訊，請觀看 Moodle 第三階段培訓線上課程中的「Communication Skills for EMI – Communication Skills for EMI TAs」。

3.2 帶領全英語課堂討論之秘訣



課堂討論主要以小組形式進行，若安排得當，能增加學生使用英語互動的機會，但若指引不足，可能導致一些較為被動的學生不願參與。為避免這種情況發生，有賴全英語教學助理的協助。本節將介紹兩個帶領英語課堂討論之小秘訣，並附上英語課堂討論中常用的慣用語，提供需要帶領英語課堂討論的教學助理參考，希望能助學生們更積極參與討論。

I. 指派角色

為確保每位學生都能積極參與課堂討論，全英語教學助理可在討論開始前，先為每位學生指派角色。只需簡單地在Google搜尋「小組討論角色 (discussion group roles)」即可輕易找到許多有用的資源。常見的角色包括：主持人 (moderator)、筆記者 (note-taker)、領導者 (leader)、促進者 (facilitator)、反對者 (devil's advocate)、計時員 (time-keeper)、管理者 (gatekeeper)、監控者 (monitor)、報告者 (reporter)等。全英語教學助理可根據討論主題或人數，靈活地指派不同的角色，以確保每位學生都有機會積極參與討論。





II. 先構思後分享 (Think-Pair-Share)

很多時候，學生害怕在課堂上講英文，是因為擔心說錯而不敢表達。但如果給予他們足夠的準備時間，讓他們先構思要分享的內容，他們在課堂上用英文分享的願意會相對提升。「Think-Pair-Share」是一個適用於任何主題且操作非常簡單的英語課堂討論小訣竅。

「Think-Pair-Share」的基本操作流程是：全英語教學助理提出問題後，先給學生一些時間來構思討論內容。接著，學生兩兩分組（人數可根據課堂需求調整），相互交流各自的想法。最後，邀請每一組分享他們的討論內容或結論，並進一步延伸至全班的討論。



如欲瞭解更多帶領全英語課堂討論之技巧，請觀看Moodle第三階段培訓線上課程中的「Communication Skills for EMI - Enhancing Learning in the EMI Classroom as a TA」。

III. 英語課堂討論慣用語

部分學生在英語課堂討論時，可能因為不知道如何用英語表達而降低參與的意願。如果全英語教學助理能提供一些常用的討論語句，將有助於學生克服心理障礙。以下將提供一系列常用語句，涵蓋各種情境，包括表達個人觀點、表示同意或不同意他人意見、請求說明以及其他實用短語等。這些慣用語不僅能增進課堂討論的深度，還能激發學生更積極參與討論，促進他們的思考和學習。

表達意見 Giving Opinions	
我個人看法是... In my opinion, ...	依我的角度看... From my perspective, ...
我的立場是... From where I stand, ...	我認為... It seems to me that...
就我所知... From my understanding...	要我說... If you ask me, ...
我覺得... It strikes me that...	就我而言... As far as I'm concerned, ...



同意 Agreement

我完全同意你。 I totally agree with you.	你說得對。 You're right.
你說得有道理。 You've got a good point there.	這是一個非常有見地的觀點。 That's such an insightful point.
我也是這樣想。 I think so too.	我也有同樣的想法。 That's what I think too.
我在某些程度上同意，但... I agree up to a certain point, but...	我覺得是這樣，但... I suppose so, but...

不同意 Disagreement

我恐怕不能同意你的看法。 I'm afraid I disagree with you.	我對此有些保留。 I have some reservations about that.
我不確信... I'm not convinced that...	我對此有些疑慮。 I've my doubts about that.
我不太認同。 I don't really think so.	我覺得這不太具說服力。 That doesn't sound quite convincing to me.
我明白你的立場，但... I see where you're coming from, but...	別誤會我的意思，不過... Don't get me wrong, but...



請求說明 Asking for Clarification

你是說... ? Are you saying that...?	你說...是什麼意思 ? What did you mean by...?
你能對...更具體說明一下嗎 ? Could you be more specific about...?	你能舉例說明嗎 ? Can you share an example of that?
可以請你再說一次嗎 ? I beg your pardon.	能否再說明一下... ? Could you clarify...?
我不太明白，你意思是... ? I don't quite get that. Do you mean...?	可以請你再解釋一次嗎 ? Would you mind explaining it again?

其他實用語 Other Useful Phrases

我們把注意力集中在主要問題上。 Let's focus on the main issue here.	接下來的步驟是什麼 ? What are the next steps?
我們怎樣才能解決這個問題 ? How can we address this problem?	有哪些可能的解決方案 ? What are the possible solutions?
這對我們的討論有什麼影響 ? How does this impact our discussion?	有人可以總結一下要點嗎 ? Can someone summarize the key points?
我們可以總結為...嗎 ? Can we conclude by saying...?	總結來說... To wrap things up...





3.3 全英語教學助理實用教室用語

全英語教學助理在課堂中提供清晰的指示，有助提升學生的學習效能。本節將介紹一些適合用於課堂不同階段的實用教室用語，包括：課堂開始時的問候與暖身語、課堂中段用於提供指令、確認進度、表達觀點，以及課堂結束時用於總結的指標語。每類用語均提供數個例子，以便全英語教學助理根據不同情境進行使用。

問候與暖身 Greetings & Warm-up	
很高興見到大家！ Good to see you all!	大家今天感覺怎麼樣？ How's everyone feeling today?
我們開始吧！ Shall we begin?	該開始探討今天的主題了！ Time to dive into today's topic!
我們先來做一個破冰活動吧。 Let's do a quick icebreaker.	我們從複習上一堂課開始。 Let's start with a review of the last lesson.
我們先為今天的課堂設定一個目標。 Let's set a goal for today's lesson.	準備好進行小組活動了嗎？ Ready for some group work?

提供指令與確認進度 Giving Instructions and Checking Progress

<p>請看第[幾]頁。 Let's take a look at [page number].</p>	<p>請把這點記下來。 I would like you to write this down.</p>
<p>對這部分有什麼問題嗎？ Do you have any questions about this part?</p>	<p>如有問題請舉手。 Raise your hand if you have any questions.</p>
<p>明白我的意思嗎？ Do you follow what I'm saying?</p>	<p>大家都按計劃完成任務嗎？ Is everyone on track with this assignment?</p>
<p>有人需要協助嗎？ Does anyone need any assistance?</p>	<p>大家都清楚下一步做什麼嗎？ Are you all clear on what's next?</p>

表達觀點 Expressing Point of View

<p>我同意你的觀點。 I share your perspective on this.</p>	<p>我有不同的看法，因為... I see it differently because...</p>
<p>我跟你的想法一致。 I'm in alignment with your thoughts.</p>	<p>這與我的觀點不太一致。 That doesn't quite align with my view.</p>
<p>我跟你持相同意見。 I hold the same opinion.</p>	<p>我的看法並不如此。 That's not the way I see it.</p>
<p>我同意你的評價。 I concur with your assessment.</p>	<p>我對這個話題有不同的看法。 I have a different take on this topic.</p>





指標語 Signposting Language

<p>接下來我們看下一個議題。 That brings us to the next topic.</p>	<p>我們接著討論下一個議題。 We can move on to the next topic.</p>
<p>我們接下來進入下一章... We will go ahead into the next chapter on...</p>	<p>讓我先講一下題外話。 Let me digress for a moment.</p>
<p>說到這裡，我有個消息要宣佈。 Speaking of this, I've some news to announce.</p>	<p>我突然想到... It occurred to me that...</p>
<p>回到有關...的議題... Backtracking to the issue of...</p>	<p>回到原先的問題... To return to the original question...</p>



最終章

全英語教學助理 的心得分享

💬 持續反思與改進，EMI是挑戰也是機會！

擔任 EMI TA 剛開始可能會讓人感到緊張，但這也是在全英語環境中磨練自己的難得機會。我們不是專業教師，或許英語能力也不一定是頂尖，但只要勇於接受挑戰，調整好心態，不畏懼犯錯，就能將錯誤視為學習的契機，把每一次以英語交流的機會當成練習。每學期結束後，我們可以通過學生和教師的回饋來尋找改進的方向。例如，根據學生的課程評鑑結果，我們可以與教師討論改進策略，並不斷提升自己在全英語課堂中的應對能力。

💡 小貼士：

- 在不熟悉的課程領域，多做背景調查和課前準備，讓自己更有自信。
- 主動接受教師和學生的回饋，並不斷調整與進步。

💬 提供簡單易懂的指導，建立師生之間的橋樑。

EMI TA 在課堂中的角色是協助教師與學生間的溝通。無論是與教師還是學生互動，我們不需要使用過於複雜的英語，特別是在解釋課堂內容時，使用簡單的語言或舉例說明，甚至將術語簡化，例如用 "pictures" 代替 "visual aids"，會讓學生更容易理解。此外，作為教師與學生間的橋樑，當學生因為害羞不敢直接與教師溝通時，EMI TA可主動針對學生的提問與教師討論，再清楚地將答案傳達給學生，並適時進行跟進，促進雙方的良好互動。

💡 小貼士：

- 善用 Moodle、Line 或 Email，發佈清楚且簡潔的公告與訊息。
- 發佈公告時，運用標點符號、粗體字或分段，能有效幫助學生抓住重點。



鼓勵互動與多元文化交流，讓每位學生找到自己的聲音。

在EMI課堂中，學生往往因為英語能力不足或害羞，導致不願參與討論。作為EMI TA，我們可以透過鼓勵與引導，幫助學生克服這些心理障礙，尤其是在小組討論中，創造一個支持性強的環境，讓每位學生都有機會表達意見。我們也可以藉由引導學生關注其他小組成員的觀點來促進更深入的討論，例如：「剛才這個觀點很有啟發性，其他同學有不同的看法嗎？」當學生發表意見後，記得給予正面的回應與鼓勵，讓他們感受到自己的貢獻受到重視。此外，全英語課堂經常有來自不同文化與國家的學生，他們對臺灣教育系統的好奇心，與本地學生的經驗可以相輔相成。我們應該鼓勵學生分享自己國家的教育文化，並通過這樣的跨文化交流，激發更深層次的討論與理解。

小貼士：

- 根據學生英語能力的差異，設計從簡單到複雜的問題，幫助學生逐步參與討論。
- 使用「Think-Pair-Share」等方法，讓學生有時間思考並與同儕交流後再向全班發表。
- 引導學生分享自己來自不同文化背景的觀點，促進跨文化交流，並激發更具多元性的討論。

提供鼓勵性的回饋，幫助學生成長。

當學生的回答有錯誤時，EMI TA應先給予正向回饋，再透過提問引導他們思考正確答案。例如：「你提出的這個概念很有啟發性，但我們能不能從另一個角度來解釋呢？」這樣的方式不僅能幫助學生理解錯誤，還能避免讓他們感到挫敗。在提供作業回饋時，同樣建議先肯定學生的努力，再針對錯誤部分提供具體的改進建議。

小貼士：

- 可使用「三明治說話術」：先指出學生的優點，接著提出需要改進的地方，最後以建議或正向評價結尾。
- 作業評分時，鼓勵學生多用自己的語言表達內容，避免直接抄襲教材。



💬 做好課前規劃，提供清晰學習支援。

擔任 EMI TA 時，建議提前了解課程進度和教材內容，並熟悉 Moodle 教學平台的操作。課前準備好課堂資料並發佈公告，讓學生能夠有足夠的時間進行預習。對於學生在課前提出的問題，EMI TA 可以在課堂中設置補充環節來解答，或是使用更具體的例子來幫助他們理解抽象的理論。在學生提問時，即便當下無法立即解答，也應誠實表達並承諾後續跟進，尋求解決方案。

💡 小貼士：

- 儘早發佈課堂資料，讓學生有足夠的時間進行預習。
- 定期進行理解檢查 (comprehension check)，透過提問確認學生是否掌握了教學內容。

💬 善用資源與持續學習，成為更好的 EMI TA。

建議 EMI TA 充分利用學校提供的各項資源，例如透過雙語教學研究中心提供的《課室英語手冊》，學習常見的教學用語，提升在課堂上的溝通流暢度。此外，也可以參加線上課程，學習如何設計討論、提供鷹架式支持 (scaffolding)，以及引導學生參與討論的方法。同時，觀察教師的教學方式，從中汲取不同的教學技巧和課堂管理方法，持續提升自己的專業能力。

💡 小貼士：

- 參考相關的英語教學手冊或線上課程，提升學術語言能力。
- 仔細觀察教師的教學風格，學習如何有效引導學生並進行課堂管理。

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Chapter 1

Background of NTNU's BEST Program

2030雙語國家政策發展藍圖

Blueprint for Developing Taiwan into a Bilingual Nation by 2030



1.1 The Bilingual 2030 Policy

In the face of globalization and internationalization, bilingual and digital skills have become indispensable for Taiwan to catch up with international standards and enhance the international competitiveness of Taiwan's industries. To attract multinational corporations to invest in Taiwan, thereby creating more job opportunities, building a quality industrial environment, and increasing average salary, the government has launched the Bilingual 2030 Policy, which aims to nurture competitive international mobile talents with professional qualities and language skills.

To effectively promote and implement the Bilingual 2030 Policy, the Executive Yuan instructed the National Development Council to coordinate relevant resources and plan the bilingual policy across various ministries. The ministries will work collaboratively to develop relevant strategies aimed at enhancing English proficiency of the citizens, with the goal of equipping the next generation with greater international competitiveness.



1.2 Overview of the Implementation of English-Learning Environment in NTNU

I. Bilingual Education Development in NTNU



National Taiwan Normal University (NTNU), in accordance with the “NTNU Strategic Development Plan 2020-2025”, has been actively building an international campus environment and fostering students’ international competitiveness. Starting from the 2021 academic year, NTNU was recognized by the Ministry of Education as a “Bilingual Key Cultivation University”, dedicating itself to the Program on Bilingual Education for Students in College (BEST Program).

After three years of effort, NTNU once again received recognition from the Ministry of Education in the 2024 academic year, achieving the status of a benchmark university and earning the “University-wide Benchmark Plan”. In the QS World University Rankings 2022, NTNU ranked within the top 100 globally in four disciplines: Education, Library and Information Studies, Linguistics, and Sports and Recreation, and in the latest U.S. News Best Global Universities Rankings, NTNU ranked 7th worldwide in the field of Education, highlighting the university’s outstanding achievements in these fields.

In addition, the College of Teacher Education of NTNU is the only university in Taiwan to offer International Baccalaureate Educator Certificate (IBEC) teaching training qualifications, and its EMI teacher training program is internationally recognized, supporting the university's outstanding achievements in teacher professional development. As early as 2017, NTNU collaborated with the British Council to offer EMI teacher training programs, actively enhancing instructors' ability to deliver content in English across their professional fields. NTNU will continue to recruit international faculty or instructors with EMI teaching skills to strengthen the diversity and professional development of its faculty.





II. Achieving Bilingual Learning Goals with a Student-Centered Approach

In addition to strengthening the professional competence of instructors, students' language readiness and learning support systems are also key factors in the success of bilingual education. NTNU is based on the core concept of "Creating Opportunities through Choices", providing students with more "choices" for EMI courses to help them develop their bilingual skills in professional fields, thereby creating "opportunities" for international competitiveness.

To accommodate students with varying levels of English proficiency, NTNU has adopted a three-phase curriculum development model, ranging from basic English learning courses or academic English for professional fields to professional EMI courses in various colleges, to progressively enhance students' English proficiency, and to help them achieve success in both academic and professional careers. Furthermore, NTNU is also the first university in Taiwan to initiate industry-academia collaborative EMI courses, allowing students to experience the connection between English proficiency and career competitiveness during the internships and classroom learning, which motivates them to take the EMI courses.



To learn more about relevant information regarding bilingual education in Taiwan, please watch the online video titled "Introduction to EMI - Bilingual Education in Taiwan" in the third-stage training on Moodle.



Chapter 2

Introduction of EMI TA

2.1 Things One Should Know Before Becoming EMI TA



I. Preparation for Becoming EMI TA

To create a friendly English learning environment, EMI TA of our University must possess an English competency equivalent to the Common European Framework of Reference for Languages (CEFR) level B2 or above (CEFR B1 is acceptable during the transitional period during the 2024 academic year). Therefore, before applying for the position of EMI TA, you are advised to make use of the resources provided by the University, such as the tutoring services offered by the Center for Academic Literacy, or take the BEST Test of English Proficiency and the English Course Awards offered by the Foreign Language Education Division, to enhance one's English proficiency and to obtain the relevant English qualifications.

Besides, a variety of English teaching techniques will be employed in the EMI classrooms. It is recommended that you familiarize yourself with the operation of EMI classrooms before applying. You may also refer to resources like the "English Classroom Handbook" produced by the Bilingual Education Research Center to learn commonly used phrases in EMI classrooms, ensuring you are well-prepared to serve as an EMI TA.





II. Cracking the Myths of EMI TA

One may wonder, what are the differences between TAs for regular courses and EMI TAs? Do EMI TAs need to have an exceptionally high level of English to qualify? Is it necessary for an EMI TA to have taken the course before? Do EMI TAs need additional training beyond the standard TA training? The information below is intended to answer these questions.

According to the "Guidelines Governing English as a Medium of Instruction (EMI) of the Program on Bilingual Education for Students in College" issued by the Ministry of Education, instructors are expected to conduct classes primarily in English. Although the Guidelines do not require EMI TAs to perform their duties exclusively in English, considering their role as a communication bridge between instructors and students in EMI classes, it is recommended that EMI TAs possess an English competency equivalent to the Common European Framework of Reference for Languages (CEFR) level B2 or above. This helps create a supportive learning environment for the EMI classrooms.



Whether or not it is necessary to have taken the course before becoming an EMI TA depends on the requirements of different courses or instructors. However, familiarity with the course content and the instructor's teaching style will enhance EMI TAs' effectiveness. For this reason, you, as an applicant of EMI TA, are encouraged to have prior experience in relevant EMI courses.

Do all TAs attend the same training courses? Basically, the training arrangements for TAs vary according to the courses they assist and their qualifications. EMI TAs who are eligible for the subsidy in accordance with the "NTNU General Guidelines Governing the Subsidy for Teaching Assistants of English as a Medium of Instruction Courses" are required to complete an additional third-stage training course. For details on the TA training requirements, please refer to the "Administrative Guidelines for Teaching Assistants".





2.2 Roles and Tasks of EMI TA

I. Duties of EMI TA

The duties of EMI TA are similar to those of TA for regular courses, mainly supporting classroom teaching and handling course administration. The main difference is that all work is conducted in English. Prior to performing these tasks, EMI TAs should proactively communicate with the instructor to understand their expectations and the specific needs of the course, ensuring tasks are carried out accurately.

In the classroom, the main tasks of EMI TA include assisting in classroom operations such as taking attendance, operating classroom equipment, leading discussions, and translating classroom content. Outside the classroom, EMI TAs assist instructors in managing learning platforms (e.g., Moodle), uploading and grading assignments, posting announcements, responding to student questions, and recording grades. Overall, EMI TAs serve as a bridge for effective communication between instructors and students both in and out of the classroom, making them an indispensable part of the teaching and learning process.



To learn more about the preparation before becoming EMI TA and their roles and tasks, please watch the online video titled “EMI TA Experience Sharing – 01 Roles and Tasks of EMI TAs” in the third-stage training on Moodle.

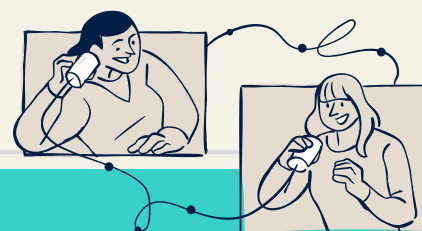
II. The Facilitator of the EMI Courses



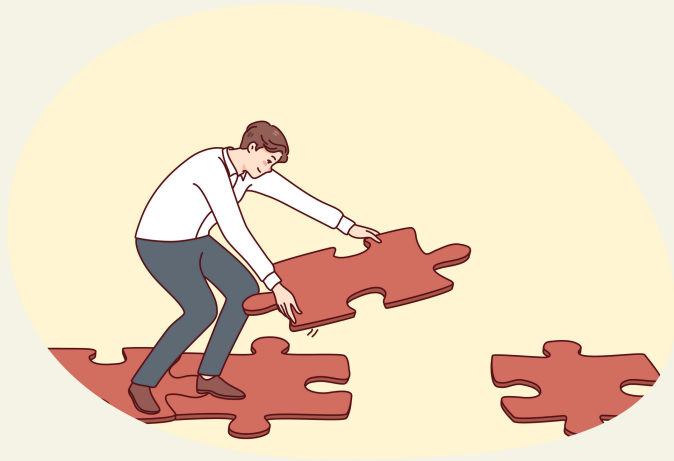
What are the specific tasks that EMI TAs need to fulfill as a bridge of communication in EMI courses? According to the past survey, EMI TAs confirm with the instructors the topic and content of that week's lesson and the assignment guidelines, as well as the grading criteria, to ensure that immediate assistance can be provided to the students during class.

During lessons, EMI TAs provide instant translation for students and explain course content in an easy-to-understand manner. When students encounter difficulties or have questions, the EMI TAs offer support to ensure they understand the class content clearly. Moreover, most EMI TAs will continue to collect questions from students through class groups after class and provide responses after discussing them with the instructors, helping to maintain effective communication between instructors and students.

In addition to daily interactions, it is sometimes necessary for EMI TAs to convey messages to students through more formal written communications such as announcements. As students' English proficiency varies, it is advisable to use simple English vocabulary in written communications and to highlight key points with bold or underlined formatting to ensure the announcements are easy to read. In addition, using tools such as Grammarly to check grammar can enhance the accuracy of content, making it easier for students to access the information they need. The responsibilities of EMI TAs make it clear that you play a crucial role in the EMI courses, serving as an important bridge between instructors and students for effective communication.



To learn more about how EMI TAs facilitate effective communication between instructors and students, please watch the online video titled "EMI TA Experience Sharing - 02 Tips for Communication and Interaction of EMI courses" in the third-stage training on Moodle.



III. Challenges and Solutions for EMI TA

EMI TAs have different tasks at different stages of the course. What challenges might you face in carrying out these duties? This section summarizes the potential challenges and solutions based on the experiences shared by a number of EMI TAs.

One major challenge that EMI TAs may face is communication with students. For example, if students are reluctant to share or respond in English in class, how should EMI TAs handle this situation? Experienced EMI TAs suggest that the first step is to find out the reasons for the student's resistance, such as whether they do not understand the question, are not sure how to answer, have not grasped the course content, or lack self-confidence. Depending on the situation, EMI TAs can take different measures, such as adjusting questions, providing hints, or guiding students to use their prior knowledge to answer the questions. It is also important to create a supportive learning environment and encourage student participation through positive reinforcement.



Another challenge some EMI TAs may face is communicating with instructors, especially when multiple instructors are involved in the course. Each instructor may have different teaching style and expectation, which may initially be confusing for the EMI TA. To cope with this, you should take detailed notes on each instructor's instructions and seek clarification whenever there is ambiguity. By familiarizing yourself with the instructor's teaching methods, you can better master the pace of the lessons. Therefore, having completed relevant courses before taking on the role of EMI TA can be highly beneficial.

Furthermore, some EMI TAs may feel confused when they first begin their role due to a lack of relevant experience. For instance, they may have no idea how to write English announcements, lead English class discussions, or act as a communication bridge between instructors or students. The next chapter provides practical strategies to help EMI TAs accomplish their duties more easily.



To learn more about EMI TAs' challenges and solutions, please watch the online video titled "EMI TA Experience Sharing - 03 Self-Growth and Challenges" in the third-stage training on Moodle.



Chapter 3

Practical Skills for EMI TA



3.1 Guide for Written Communication for EMI TA

EMI TAs are the crucial communication bridge in the EMI classes. Apart from daily conversations, they often need to handle written communication, such as making announcements to inform students of important class information or assignment details, or sending invitations to guest speakers to invite them to share with the class. This section aims to provide writing examples and practical tools for EMI TAs to help you become more adept at written communication.

I. Sample of English Written Announcement

When students need to be informed of class-related information before or after class, it is usually done through announcements. Unlike daily interaction messages, announcements are more formal, so specific guidelines must be followed when writing them. The following is an example of an English announcement and the points to note when writing announcements for the reference of EMI TAs.



Sample:

Subject: KESL 0315 Welcome Announcement → Formulate a clear and concise subject title

Welcome to KESL 0315! → Greeting

Our class will be meeting from 7:00 p.m. to 8:50 p.m. from Monday to Thursday. However, instead of having physical lessons, we will be meeting online through Webex Training. → Organization: one key point per paragraph

To get into the program:

1. Go to Moodle
2. Click on our course: KESL 0315 → Important information: use bullet points or different colors
3. Click on the Webex link
4. Click "Join" anytime between 6:45 p.m. to 7:00 p.m. on the days our class meets.

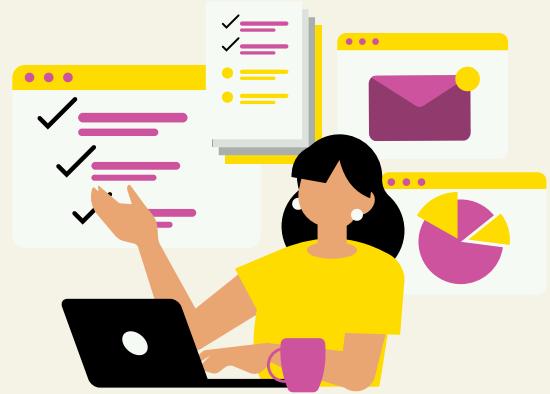
I have also made a video to show you how yo get the Webex Training.

I look forward to seeing you all. If you have any questions, please contact me through email: [email] or call me at [phone no.]. → EMI TA's contact

Modified from: [Announcement Examples](#)

1. Formulate a clear and concise topic: Use keywords to define the announcement's subject, allowing students to quickly understand the content at a glance.
2. Greeting: Begin the announcement with a greeting helps establish a friendly and welcoming atmosphere.
3. Organization: Adhere to the principle of one key point per paragraph to prevent the information from becoming too complex.
4. Important Information: Highlight important information with bullet points or different colors to help students easily grasp the main points of the announcement.
5. Contact Information: Include EMI TAs' contact details so that students can inquire about the announcement if needed.





II. Sample of English Invitation Letter

When assisting instructors in inviting guest speakers to give a lecture, EMI TAs should pay more attention to the etiquette of writing invitation letters than to student-oriented announcements. To provide EMI TAs with a clearer understanding of how to write English invitations, a template is provided below, along with five key points to note.

Sample:

From: [EMI TA's email] → Use an official University email account

To: [Speaker's email]

Subject: Guest lecture invitation for Prof. A's class → Include a clear and concise subject title

Dear [name of speaker] → Use an appropriate salutation (Prof./Dr./Ms/Mr./any other title)

I am the teaching assistant of Prof. A's course. On behalf of Prof. A, I am writing to invite you to give a guest lecture on [the topic] for the course [course title] on [date] at [time].

The guest lecture will be held at [venue]. A [lunch/tea reception] with Prof. A will be arranged [before/after] the lecture.

Grateful if we could have your reply by [date]. Should you have any questions, please feel free to contact me at [phone no.] or by email.

Yours sincerely

[Signature] → Sign with your full name

[Name of the Sender]

→ Organization:

1. sender's identity
2. main purpose
3. relevant information (e.g. add a deadline for the reply, the senders' contact information, etc.)

Modified from: [invitation letter | Format, samples and how to write an invitation letter?](#)

1. Use an Official University Email Account: Using an official university email helps the speaker identify the source of the invitation and adds formality, especially if you have not met before.
 2. Include a Clear and Concise Subject Title: Clearly indicate in the subject line that this is an invitation to minimize the chance that the email will be mistaken for a random message or junk mail.
 3. Use an Appropriate Salutation: Confirm the speaker's title or position before sending the invitation. If the speaker has a doctoral degree or is a professor, the appropriate salutation should be "Doctor (Dr.)" or "Professor (Prof.)".
 4. Organization: If you are contacting the speaker for the first time, begin with a brief introduction. Then explain the main purpose of your email and provide relevant information. Finally, set a deadline for a response and include contact information to make it easier for the speaker to respond.
 5. Sign with Your Full Name: Include your full name when signing off formal correspondence.
-

III. Useful Tools for English Writing

When writing announcements or invitations, EMI TAs should strive for precision in their use of language. It is advisable to use language tools to check the initial draft for accuracy in word choice, grammar, and overall usage. Before sending the correspondence, please ensure that the content is thoroughly reviewed and error-free to maintain a professional standard of written communication.





Below are a few online tools recommended by NTNU instructors, each with different functions such as grammar checking, sentence rewriting, and vocabulary selection. These tools are provided as references for EMI TAs who may find them useful:

- Grammar Checking: Grammarly (<https://www.grammarly.com/>) provides real-time grammar checking, style advice, vocabulary enhancement, and plagiarism detection to improve the clarity, accuracy, and effectiveness of written communication.
- Paraphrase: Quillbot (<https://quillbot.com/>) is an AI-powered tool that rephrases complex sentences into simpler, easy-to-understand phrases for improving readability.
- Corpus: Netspeak (<https://netspeak.org/>) allows users to explore how words, phrases, and language usage have evolved in digital contexts, helping to select more appropriate expressions.
- Linguistic search: Linggle (<https://linggle.com/>) helps improve fluency and accuracy of writing by finding common phrases or sentences based on specific language patterns or contexts.

In addition to the online writing tools mentioned above, the Center for Academic Literacy offers a variety of resources to enhance English proficiency. For more information, please visit <https://www.cal.ntnu.edu.tw/>.



To learn more about practical written communication skills for EMI TAs, please watch the online video titled “Communication Skills for EMI – Communication Skills for EMI TAs” in the third-stage training on Moodle.

3.2 Tips on Leading Discussions in EMI Classes



Class discussions are often conducted in small groups. If well organized, these discussions can provide students with more opportunities to interact in English. However, if sufficient guidance is not provided, it may cause some passive students reluctant to participate. To prevent this, the assistance of the EMI TAs is crucial. In this section, we will introduce two tips for leading discussions in EMI classrooms and provide common phrases used in English discussions, for the reference of EMI TAs, in the hope of encouraging students to participate more actively in class discussions.

I. Assigning Roles for Students in a Group Discussion

EMI TAs can assign roles to each student before discussions begin to ensure that each student actively participates in classroom discussions. A simple Google search for "Discussion Group Roles" will provide many useful resources. Common roles include: moderator, note-taker, leader, facilitator, devil's advocate, time-keeper, gatekeeper, monitor, and reporter. EMI TAs can flexibly assign different roles based on the discussion topics or group size to ensure that everyone has the opportunity to engage actively in the discussion.





II. Think-Pair-Share

Often, students are reluctant to speak English in class because they are worried about making mistakes. However, if they are given enough time to prepare and think about what they want to share, their willingness to share in English in class may increase. "Think-Pair-Share" is a simple and effective technique for facilitating group discussions on any topic in EMI classes.

How "Think-Pair-Share" operates is simple. After the EMI TA presents a question, students are given some time to think about what they want to share. Then, students are paired up (the number of pairs can be adjusted according to the class size) and share their thoughts. Finally, each group is invited to share their discussion content or conclusions and extend the discussion to the whole class.



To learn more about tips on leading discussions in EMI classes, please watch the online video titled "Communication Skills for EMI - Enhancing Learning in the EMI Classroom as a TA" in the third-stage training on Moodle.

III. Formulaic Language for Discussion in EMI Classes

Some students may be reluctant to participate in group discussions because they do not know how to express themselves in English. It may help students overcome this psychological barrier if EMI TAs can provide them with formulaic language for English discussions. Below is a list of useful phrases that cover a variety of situations, including expressing personal opinions, agreeing or disagreeing with others, asking for clarification, and other practical phrases. These phrases not only can add depth to the class discussions, but also stimulate students to participate more actively in discussion, facilitating their thinking and learning.

Giving Opinions 表達意見	
In my opinion, ... 我個人看法是...	From my perspective, ... 依我的角度看...
From where I stand, ... 我的立場是...	It seems to me that... 我認為...
From my understanding... 就我所知...	If you ask me, ... 要我說...
It strikes me that... 我覺得...	As far as I'm concerned, ... 就我而言...



Agreement 同意

I totally agree with you. 我完全同意你。	You're right. 你說得對。
You've got a good point there. 你說得有道理。	That's such an insightful point. 這是一個非常有見地的觀點。
I think so too. 我也是這樣想。	That's what I think too. 我也有同樣的想法。
I agree up to a certain point, but... 我在某些程度上同意，但...	I suppose so, but... 我覺得是這樣，但...

Disagreement 不同意

I'm afraid I disagree with you. 我恐怕不能同意你的看法。	I have some reservations about that. 我對此有些保留。
I'm not convinced that... 我不確信...	I've my doubts about that. 我對此有些疑慮。
I don't really think so. 我不太認同。	That doesn't sound quite convincing to me. 我覺得這不太具說服力。
I see where you're coming from, but... 我明白你的立場，但...	Don't get me wrong, but... 別誤會我的意思，不過...

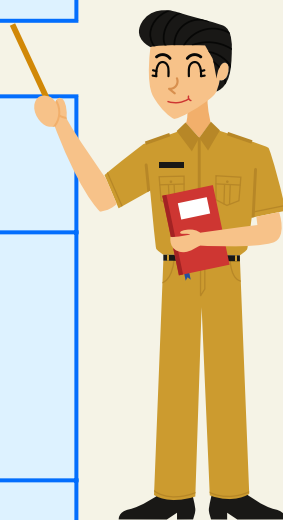


Asking for Clarification 請求說明

Are you saying that...? 你是說... ?	What did you mean by...? 你說...是什麼意思 ?
Could you be more specific about...? 你能對...更具體說明一下嗎 ?	Can you share an example of that? 你能舉例說明嗎 ?
I beg your pardon. 可以請你再說一次嗎 ?	Could you clarify...? 能否再說明一下... ?
I don't quite get that. Do you mean...? 我不太明白，你意思是... ?	Would you mind explaining it again? 可以請你再解釋一次嗎 ?

Other Useful Phrases 其他實用語

Let's focus on the main issue here. 我們把注意力集中在主要問題上。	What are the next steps? 接下來的步驟是什麼 ?
How can we address this problem? 我們怎樣才能解決這個問題 ?	What are the possible solutions? 有哪些可能的解決方案 ?
How does this impact our discussion? 這對我們的討論有什麼影響 ?	Can someone summarize the key points? 有人可以總結一下要點嗎 ?
Can we conclude by saying...? 我們可以總結為...嗎 ?	To wrap things up... 總結來說...





3.3 Useful Classroom Expressions for EMI TA

EMI TAs help enhance students' learning effectiveness by providing clear instructions in class. This section presents practical classroom phrases that are suitable for use at different stages of the lesson, including phrases for greetings and warm-up at the beginning of the lesson, phrases for giving instructions, checking progress, and expressing point of view during the lesson, and signposting language for concluding the lesson. Several examples are provided for each category to help EMI TAs use them effectively in different classroom situations.

Greetings & Warm-up 問候與暖身	
Good to see you all! 很高興見到大家！	How's everyone feeling today? 大家今天感覺怎麼樣？
Shall we begin? 我們開始吧！	Time to dive into today's topic! 該開始探討今天的主題了！
Let's do a quick icebreaker. 我們先來做一個破冰活動吧。	Let's start with a review of the last lesson. 我們從複習上一堂課開始。
Let's set a goal for today's lesson. 我們先為今天的課堂設定一個目標。	Ready for some group work? 準備好進行小組活動了嗎？

Giving Instructions and Checking Progress 提供指令與確認進度

<p>Let's take a look at [page number]. 請看第[幾]頁。</p>	<p>I would like you to write this down. 請把這點記下來。</p>
<p>Do you have any questions about this part? 對這部分有什麼問題嗎？</p>	<p>Raise your hand if you have any questions. 如有問題請舉手。</p>
<p>Do you follow what I'm saying? 明白我的意思嗎？</p>	<p>Is everyone on track with this assignment? 大家都按計劃完成任務嗎？</p>
<p>Does anyone need any assistance? 有人需要協助嗎？</p>	<p>Are you all clear on what's next? 大家都清楚下一步做什麼嗎？</p>

Expressing Point of View 表達觀點

<p>I share your perspective on this. 我同意你的觀點。</p>	<p>I see it differently because... 我有不同的看法，因為...</p>
<p>I'm in alignment with your thoughts. 我跟你的想法一致。</p>	<p>That doesn't quite align with my view. 這與我的觀點不太一致。</p>
<p>I hold the same opinion. 我跟你持相同意見。</p>	<p>That's not the way I see it. 我的看法並不如此。</p>
<p>I concur with your assessment. 我同意你的評價。</p>	<p>I have a different take on this topic. 我對這個話題有不同的看法。</p>





Signposting Language 指標語

<p>That brings us to the next topic. 接下來我們看下一個議題。</p>	<p>We can move on to the next topic. 我們接著討論下一個議題。</p>
<p>We will go ahead into the next chapter on... 我們接下來進入下一章...</p>	<p>Let me digress for a moment. 讓我先講一下題外話。</p>
<p>Speaking of this, I've some news to announce. 說到這裡，我有個消息要宣佈。</p>	<p>It occurred to me that... 我突然想到...</p>
<p>Backtracking to the issue of... 回到有關...的議題...</p>	<p>To return to the original question... 回到原先的問題...</p>



Final Chapter

EMI TAs' Experience Sharing

... **Continuous Reflection and Improvement: EMI is Both a Challenge and an Opportunity!**

Becoming an EMI TA can be intimidating at first, but it is also a valuable opportunity to train yourself in an English-speaking environment. We are not professional instructors, and our English skills might not be perfect, but as long as we are willing to accept challenges, adjust our mindset, and are not afraid to make mistakes, we will be able to embrace them as opportunities to learn, and treat every chance to communicate in English as practice. At the end of each semester, we can use feedback from students and instructors to identify areas for improvement. For example, based on student course evaluations, we can discuss strategies for improvement with the instructor, constantly refining our ability to handle the dynamics of an EMI classroom.

💡 **Tips:**

- When working in an unfamiliar subject area, conduct thorough background research and prepare ahead of time to boost your confidence.
- Actively seek and embrace feedback from both instructors and students, and continuously adjust and make improvements.


... **Providing Easy-to-understand Instructions: Building a Bridge Between Instructors and Students.**

The role of an EMI TA in the classroom is to facilitate communication between instructors and students. Whether interacting with instructors or students, we do not need to use overly complex English. In particular, when explaining the content of a lesson, it is easier for students to understand if we use simple language or examples, or even simplify the terminology, for example, using "pictures" instead of "visual aids". Besides, as a bridge between instructors and students, when students are too shy to communicate directly with the instructors, EMI TAs can take the initiative to discuss with instructors the issues raised by students, then convey clear answers back to the students and follow up in a timely manner to ensure effective communication and improve interactions on both sides.

💡 **Tips:**

- Utilize Moodle, Line, or Email to post clear and concise announcements and messages.
- When posting announcements, use punctuation, bold text, and paragraphs to help students easily identify key points.



 **Encouraging Interaction and Cross-Cultural Exchange: Helping Every Student Find Their Voice.**

In EMI classrooms, students often hesitate to participate due to language barriers or shyness. As EMI TAs, we can help students overcome these psychological barriers by providing encouragement and guidance. This is especially important in group discussions, where we can create a supportive environment that allows every student an opportunity to express themselves. We can also facilitate more in-depth discussions by drawing students' attention to the views of other group members, for example, "That's a great point, does anyone else have a different perspective?" After students have expressed their views, make sure to provide positive feedback to let them know that their contributions are valued.

Moreover, EMI classrooms are often filled with students from different cultures and countries, and their curiosity about the Taiwanese education system can be complemented by the experiences of local students. We should encourage students to share their own educational cultures and stimulate deeper discussion and understanding through such cross-cultural exchanges.

 **Tips:**

- Tailor questions to students' varying levels of English proficiency, starting with simpler questions and gradually increasing in complexity.
- Use techniques like "Think-Pair-Share" to give students time to think and communicate with their peers before presenting to the class.
- Guide students to share their views from different cultural backgrounds to promote cross-cultural communication and stimulate more diversified discussions.

 **Providing Encouraging Feedback to Help Students Grow.**

When a student's answer is incorrect, EMI TAs may first offer positive feedback and then guide them toward the correct answer through questioning. For example, we might say, "You've brought up an interesting concept, but can we explain it from another angle?" This approach helps correct mistakes while avoiding discouraging the student. When providing feedback on assignments, it is recommended to recognize students' effort before providing constructive suggestions for improvement on the error.

 **Tips:**

- Use the "sandwich talk" technique: Start by pointing out the strengths of the student's work, then address areas that need improvement, and finish with a suggestion or positive reinforcement.
- When grading assignments, encourage students to express the content in their own words, rather than simply copying from the textbook.



💬 **Effective Pre-class Planning: Providing Clear Learning Support.**

When serving as an EMI TA, it is recommended that you understand the schedule and the course content in advance and familiarize yourself with the operation of the Moodle learning platform. Prepare class materials and make announcements before class so that students can have enough time to prepare for the class. For questions raised by students before class, EMI TAs can address them in class and use more concrete examples to help them understand abstract theories. When students ask questions that cannot be answered immediately, be honest and let them know you'll follow up and find a solution.

💡 **Tips:**

- Post class materials early, allowing students ample time to prepare before class.
- Conduct regular comprehension checks to ensure students have mastered the content through questioning.

💬 **Make the Most of Resources and Keep Learning to Become a Better EMI TA.**

EMI TAs are advised to make full use of the resources provided by the University, such as the “English Classroom Handbook” provided by the Bilingual Education Research Center. This resource can help you learn common teaching phrases and improve your communication fluency in the classroom. You can also enroll in online courses to learn how to design discussions, provide scaffolding support, and encourage student participation. Observing instructors' teaching methods is also an excellent way to pick up various teaching and classroom management strategies that can enhance your own practice.

💡 **Tips:**

- Refer to relevant English teaching handbooks or online courses to improve your academic language skills.
- Observe your instructor's teaching style to learn how to effectively guide students and manage the classroom.

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