

# 國立中興大學英語相關課程類型判定基準

111.04.18 110 學年度第 2 學期第 1 次英文教學規劃委員會議通過

一 為規範本校英語授課相關課程類別或屬性之判定，特訂定本基準。

二 本校英語相關課程類型之判定基準：

1. 一般通用英語課程 (English for General Purposes, 簡稱 EGP)：授課語言中、英文比例不限。其課程目標、核心能力、教學暨評量方法聚焦於語言學習，並未扣合特定專業領域科目之學習。
2. 一般學術英文課程 (English for General Academic Purposes, 簡稱 EGAP)：授課語言中、英文比例不限。其課程目標、核心能力、教學暨評量方法聚焦於如何運用英語作為一般學術上接收或表達的技能，學習成效與普遍提升課程學習有關。
3. 專業學術英文課程 (English for Specific Academic Purposes, 簡稱 ESAP)：授課語言中、英文比例不限。其課程目標、核心能力、教學暨評量方法聚焦於特定專業領域學習所需之英語能力訓練，學習成效與提升相關全英語專業課程學習有關。
4. 全英語授課課程 (English as a Medium of Instruction, 簡稱 EMI)：英語在此作為專業課程之媒介而非學習目的，學習成效與專業能力相關。授課語言、師生間互動皆須為 100% 全英文，課程內容的傳遞、學生和教師之間的互動、學習材料以及學習成果的展示和評量（例如：口頭報告、作業或測驗）都應 100% 使用英語。在特定情況下學生間之互動可使用中文，例如於分組討論時得短暫使用中文以利創意發想與腦力激盪。但學生仍需以英文提出其討論成果，且當學生的英文能力有所提升或選擇更多 EMI 課程時，應鼓勵學生在課堂討論時更常使用英文。同時，學生應該用英語介紹他們的討論結果，學生在課堂使用其他語言的方式與情況應予限定，學生在分組時之互動可使用其他語言，以利彼此間的理解與創意發想，教師應確保至少 70% 班級溝通是以英文進行。

三 教學模式暨課程範例詳如附件。

四 本判定基準經本校英文教學規劃委員會審議通過後，自公布日實施；修正時亦同。

國立中興大學英語相關課程教學模式暨課程範例

	一般通用 英語課程	一般學術 英文課程	專業學術 英文課程	全英語授課 課程
英文名稱	English for General Purposes	English for General Academic Purposes	English for Specific Academic Purposes	English as a Medium of Instruction
授課語言	中/英不拘	中/英不拘	中/英不拘	英 (師生間溝通為 100% 全英語)
教學媒材	中/英不拘	中/英不拘	中/英不拘	全英文
課程目標	語言訓練課程， 聚焦於一般情境 之英語溝通	語言訓練課程， 聚焦於一般學術 之英語溝通	語言訓練課程， 聚焦於 專業領域英文	專業學科知識 之傳授
課程範例	大學英文 英語會話 文法與寫作	學術字彙 閱讀英文 簡報製作	農業英文 工程英文 生技英文	農業概論 靜力學 生物化學
本校定位與目標	普及提升學生之 一般英語能力	提升學生整體學術 英語能力， 無綁定特定學科	協助學生順利銜接 EMI 課程	藉由英語作為學習 媒介，讓學生能用 英文溝通、表達專 業能力，最終目標 為培育雙語人才

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## Classification Criteria for English-taught Courses

Enacted in the English Department Curriculum Committee Meeting on Apr. 18<sup>th</sup>, 2022

- I. The purpose of this classification criteria is to standardize definitions for intramural English-taught Courses.
- II. Classification criteria for English-taught Courses :
  1. English for General Purposes (EGP) : In EGP classrooms, instructions and activities are allowed to take place alternatively in dual language (Mandarin and English). The aim of an EGP course is to provide a general understanding of major English language skills that everyone uses in a variety of daily situations. Learning outcomes and course assessments align with the aim of the course. There is not a direct correspondence between an EGP class and one/certain academic discipline(s).
  2. English for General Academic Purposes (EGAP) : In EGAP classrooms, instructions and activities are allowed to take place alternatively in dual language (Mandarin and English). The aim of an EGAP course is to expose students to common academic skills and practices in order to undertake study(research). Learning outcomes and course assessments align with the aim of the course. An EGAP course is involved in the improvement of core academic language skills used in a higher education setting.
  3. English for Specific Academic Purposes (ESAP) : In ESAP classrooms, instructions and activities are allowed to take place alternatively in dual language (Mandarin and English). The course constitutes a general introduction to terminology, topics and contexts that are relevant to one/certain academic discipline(s). Learning outcomes and course assessments align with the aim of the course. An ESAP course is to prepare students with sufficient skills, knowledge to meet eligibility requirements for an English as a Medium of Instruction (EMI) course.
  4. English as a Medium of Instruction (EMI) : For EMI courses, 100% of the delivery of content, teacher-student interaction, the learning materials, and the demonstration and assessment of learning outcomes (such as oral presentations, assignments, or tests) should be in English. IN certain circumstances, students may interact with each other in Mandarin, for example, during group discussions where Mandarin may be used briefly to facilitate creative thinking and brainstorming. However, students are still expected to present their discussions in English, and should be encouraged to use English more often in classroom discussions as their English proficiency improves or as they choose to take more EMI courses. Meanwhile, students should also present their discussions in English. The use of other languages in the classroom should be limited, and student interaction in small groups may be in other languages to facilitate mutual understanding and creative thinking, and teachers should ensure that at least 70% of classroom communication is in English.
- III. An Examples of Different Course Types and Format Explained is attached.
- IV. The Classification criteria is adopted by the English Department Curriculum Committee, as shall take effect from the date of promulgation; the same shall apply to any amendment thereto.

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### Examples of Different Course Types and Format Explained

Category	English for General Purposes	English for General Academic Purposes	English for Specific Academic Purposes	English as a Medium of Instruction
Language of instruction	Mandarin/English	Mandarin/English	Mandarin/English	100% of the delivery of content, teacher-student interaction should be in English
Instructional Materials	Mandarin/English	Mandarin/English	Mandarin/English	entirely in English
Course Objectives	language acquisition course focused on daily use	language acquisition course focused on developing core academic language skills	language acquisition course designed to meet specified needs related to particular disciplines	course offered specialized academic content exclusively in English
Examples	College English English Conversation Grammar & Writing	Academic Vocabulary English for Reading Visual Presentations	English for Agriculture English for General Engineering English for Biotechnology	Intro to Agriculture Statics Biochemistry
Mission and Goals	Generally enhancing basic language skills	Improving overall (rather than specific disciplines) core academic language skills	A pathway course to help prepare students to with enough qualifications for entering EMI courses	To equip students with skills they need. A path to bilingual talent cultivation.