

教育部 112 年大專校院學生雙語化學習計畫 重點培育學院審查意見表

國立東華大學環境暨海洋學院

審查意見

一、現況評估

1. The College of Environmental Studies and Oceanography (CEO) has gained international recognition in Sustainable Development Goals, (SDGs) and Functions for Ecosystem Services. The implementation of IMI program can help the college reach wider global exchange.
2. Currently there is a lack of undergraduate EMI courses and it is planned to offer in the coming school years.
3. The whole college has about 30 professors, and about 10 of them have offered EMI courses. However, for the whole university, only 6% of the students pass the B2 level English test. This means that most students are not able to cope with EMI. The university needs to have a good plan for handling this big problem.
4. Having a dedicated central unit (i.e. AEE) and a university-level bilingual advisory committee with the President as chair and Vice President as co-chair will ensure that EMI remains a priority in the development of NDHU's bilingual ambitions. The plan to support this with the College-level bilingual advisory committee is commendable as this will include feedback and evaluations from departmental chairs. Senior-level monitoring will be effective when coupled with data collection from all relevant stakeholders, including students, administrative staff and faculty.
5. Although the proposed EMI strategies and actions could support the broader institutional strategy and mission, we recommend the scope of the BEST project is further expanded to better align with NDHU's existing international agenda, which includes strategic international partnerships, teaching and research collaboration.

二、EMI 目標設定

1. The College of Environmental Studies and Oceanography (CEO) has set clear goals to implement EMI course to continue their efforts to meet Sustainable Development Goals (SDGs) (land and marine ecology and sustainable development).
2. The percentages of students language proficiency levels attaining B2/C1 are relatively low (around 2%), whereas the proportion of English used in classes is reported to be relatively high, over 75%. How is the disparity bridged?
3. The percentage of EMI courses available to undergraduate students within the college is set to rise year by year (from 0% to 43.48%); however, no increase of EMI provision has been planned at graduate level. The no. of EMI courses offered at the doctoral level can be increased.

三、策略規劃

(一)機構策略與管理

1. The CEO has established the college-level EMI Office to organize and execute EMI program, coordinating with the administrative teams at the institutional level. More EMI courses are expected to be offered, and more resources are devoted.
2. The proposal indicates that for the CEO (College of Environmental Studies Oceanography) National Dong Hwa University, only 2.51% students can pass the B2 level test. This means 97.5% students do not have

enough English ability to cope with EMI. (check 2.5.4. Language proficiency of students in undergraduate studies). This is a very serious problem.

3. Although collaboration with the Academy of English Empowerment (AEE), the Centre of Teaching Excellence, and the Language Centre is great, how the collaboration will be strengthened to enhance EMI provision is not sufficiently presented in the proposal.

(二)教師與教學 (Teachers and teaching)

1. Developing domain-related language is helpful for teachers and students. Various measures of teaching development have been planned. Would there be practical incentives to encourage participation?
2. 大約是有 1/3 的老師開過 EMI 的課程。This is nice but we need to check if students can benefit from EMI. Will they be able to follow the professors? We need to check to make sure.
3. The proposal has outlined several measures the college plans to put in place to support the growth and enhancement of EMI teaching and learning. Consider how the teacher support mechanism can be sustainable for continuous professional development and tailored by considering different needs and readiness of EMI teachers. For example, experienced and novice EMI teachers' needs for professional development may differ.
4. Although the incentive mechanism for teachers to engage in EMI provision has been outlined, any relevant corresponding obligations will also need to be specified.
5. We recommend classroom observation among peers as a strategy for continuous teacher professional development is regularly organized. It has been an effective strategy that improves teaching practices and student performance.

(三)學生與學習 (Students and learning)

1. IPA is used to place students' language proficiency levels. CEFR B2 incentives are provided, and various activities are planned to increase students' motivation and to encourage students' participation. An estimated amount of the activities can be projected.
2. The proposal indicates that for the CEO (College of Environmental Studies Oceanography) National Dong Hwa University, only 2.51% students can pass the B2 level test. This means 97.5% students do not have enough English ability to cope with EMI. (check 2.5.4. Language proficiency of students in undergraduate studies). This is a very serious problem.
3. In general, there is a wide range of support planned, from general to specific language learning opportunities to support NDHU's bilingual agenda.
4. Productive skills should be strengthened. The KPIs for English language support should include enhancement and assessment for productive skills (i.e., speaking and writing).

(四)資訊公開 (Information to students and the public)

1. Websites are the essential means to disseminate related information, in addition to the 'NDHU E-learning' system. Students' academic performances in EMI courses are tracked by the Centre for Teaching Excellence.
2. Public hearings can be a good way to get stakeholder feedback on EMI course development and to share information.
3. Information to current students can also include opportunities for students to provide feedback on their EMI studies, or raise complaints or appeals.

(五)品質保證 (Quality assurance)

1. EMI effectiveness and student satisfaction are obtained from students' evaluation.
2. It is suggested that more concrete peer observation criteria and guidelines can be devised to assure teaching quality.
3. The proposal indicates that for the CEO (College of Environmental Studies Oceanography) National Dong Hwa University, only 2.51% students can pass the B2 level test. This means 97.5% students do not have

enough English ability to cope with EMI. (check 2.5.4. Language proficiency of students in undergraduate studies). This is a very serious problem. How will we ensure the quality of education for this college if we adopt EMI?

4. It is good to work with the Office of Institutional Research and the Office for Sustainable Development, to assure CEO's EMI quality through the monitoring of dimensions and KPIs. However, how this will be actually working is not discussed. Specific research aims and actions of this collaboration needs further explanations.
5. Although students' feedback will be collected every semester, timely feedback for teachers is necessary to enhance the quality of EMI provision.

(六)其他配套措施 (Other initiatives for enhancement) (含資源共享與校際合作)

1. Sector-wide, International & industry engagements are provided.
2. Please show us how the resources in this college can be shared?
3. It is a positive inclusion that incentives will be provided for overseas internship opportunities at global companies to improve the capacity of students to use English for employment purposes.

教育部 112年大專校院學生雙語化學習計畫

國立東華大學環境暨海洋學院審查意見回應表

審查意見	審查意見回應
<p>一、現況評估</p> <p>1. The College of Environmental Studies and Oceanography (CEO) has gained international recognition in Sustainable Development Goals, SDGs) and Functions for Ecosystem Services. The implementation of EMI program can help the college reach wider global exchange.</p>	<p>We appreciate your recognition of our efforts to enhance English language proficiency within our College. Your support is invaluable as we continue to work towards achieving our goals in this area.</p>
<p>2. Currently there is a lack of undergraduate EMI courses and it is planned to offer in the coming school years.</p>	<p>2-1 The undergraduate EMI courses are detailed in Table 15 of the EMI Course Outline in the proposal, and they are scheduled to be available soon.</p> <p>2-2 In addition, the CEO is introducing an English training course titled "Joint International Training Course on Ecological and Environmental Research" in collaboration with Hokkaido University. This course is designed for senior undergraduate and postgraduate students and takes place every other year.</p> <p>2-3 In the upcoming year, we are planning to offer this course at Lincoln University in August 2024, with participation from students and faculty representing CEO-NDHU,</p>

	<p>Hokkaido University in Japan, and Lincoln University in New Zealand.</p> <p>2-4 Some undergraduate programs offer specific courses in English, which are jointly shared between master's and bachelor's programs, totaling ten courses. Please review the details of the Bachelor's & Master's English Joint Courses in the table below:</p>																																	
	<table border="1"> <thead> <tr> <th>Course Number</th> <th>Course Title</th> <th>Credit</th> </tr> </thead> <tbody> <tr> <td>NRESM0460</td> <td>Fish Ecology</td> <td>3</td> </tr> <tr> <td>NRESM0070</td> <td>Ecosystem Ecology</td> <td>3</td> </tr> <tr> <td>NRES53840</td> <td>Special Topics on Environmental Management</td> <td>3</td> </tr> <tr> <td>NRESM0300</td> <td>Special Topics on Environmental Governance</td> <td>3</td> </tr> <tr> <td>NRESM0440</td> <td>Applied Statistic analysis</td> <td>3</td> </tr> <tr> <td>ENVP54000</td> <td>Resource Conservation, Recovery and Management Strategy</td> <td>3</td> </tr> <tr> <td>NRESM0470</td> <td>Observatory Seismology</td> <td>3</td> </tr> <tr> <td>NRES53980</td> <td>Special topics on Prevention and Reduction of Earthquake Disasters</td> <td>3</td> </tr> <tr> <td>NRESM0130</td> <td>Geographical Information Science</td> <td>3</td> </tr> <tr> <td>NRESM0350</td> <td>Environmental Measuring and Monitoring</td> <td>3</td> </tr> </tbody> </table>	Course Number	Course Title	Credit	NRESM0460	Fish Ecology	3	NRESM0070	Ecosystem Ecology	3	NRES53840	Special Topics on Environmental Management	3	NRESM0300	Special Topics on Environmental Governance	3	NRESM0440	Applied Statistic analysis	3	ENVP54000	Resource Conservation, Recovery and Management Strategy	3	NRESM0470	Observatory Seismology	3	NRES53980	Special topics on Prevention and Reduction of Earthquake Disasters	3	NRESM0130	Geographical Information Science	3	NRESM0350	Environmental Measuring and Monitoring	3
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<p>3. The whole college has about 30 professors, and about 10 of them have offered EMI courses. However, for the whole university, only 6% of the students pass the B2 level English test. This means that most students are not able to cope with EMI. The university needs to have a good plan for handling this big problem.</p>	<p>3-1 To promote CEFR B2 certification attainment, CEO provides financial support for exam fees with the goal of assisting at least 20% of students annually. Additionally, EMI students are eligible for course scholarships, which are combined with AEE's EMI course-taking scholarships and subsidy programs. Furthermore, EMI program</p>																																	

students receive an extra subsidy of up to NT\$10,000 per person for EMI course-taking scholarships

3-2 CEO employs various assessment methods for evaluating students' English proficiency, primarily due to the limited number of B2-certified individuals. Students are required to pass university-certified English proficiency exams, considered equivalent to B2 level, administered by our Language Center. They must also complete a minimum of three courses in spoken and written English before their fourth-year graduation. The table below presents the statistical analysis of students' English proficiency development.

畢業年度	課程	考試			合計
		B2	其他	小計	
111	37	2	10	12	49
110	34	1	11	12	46
109	31	2	18	20	51

4. Having a dedicated central unit (i.e. AEE) and a university-level bilingual advisory committee with the President as chair and Vice President as co-chair will ensure that EMI remains a priority in the development of NDHU's bilingual ambitions. The plan to support this with the College-level bilingual advisory committee is commendable as this will

We are grateful for your acknowledgment of the significance of having a dedicated central unit like AEE and bilingual advisory committees at both the university and college levels. Your support for involving departmental chairs in the College-level bilingual advisory committee is highly encouraging. Your emphasis on the importance of senior-level oversight, combined with feedback and

<p>include feedback and evaluations from departmental chairs. Senior- level monitoring will be effective when coupled with data collection from all relevant stakeholders, including students, administrative staff and faculty.</p>	<p>data collection from all relevant stakeholders, aligns with our dedication to ensuring the success of EMI at NDHU. We are committed to diligently implementing these elements to prioritize EMI in the development of our bilingual aspirations. Your insights are invaluable in shaping our efforts, and we eagerly anticipate your ongoing support and engagement in this crucial endeavor.</p>
<p>5. Although the proposed EMI strategies and actions could support the broader institutional strategy and mission, we recommend the scope of the BEST project is further expanded to better align with NDHU’s existing international agenda, which includes strategic international partnerships, teaching and research collaboration.</p>	<p>We appreciate your recommendation to expand the scope of the BEST project to align more closely with NDHU's existing international agenda, which encompasses strategic international partnerships, teaching, and research collaboration. Some key components of this agenda include:</p> <p>5-1 International Partnerships: NDHU maintains global collaborations for student and faculty exchanges, research projects, conferences, and academic cooperation. These efforts continue as we improve our environment through EMI faculty recruitment and setting enhancements. Language mentoring and EMI training, including Fulbright scholars, onsite scholars, and visiting scholars, remain a core focus, as we've consistently done in the past two years (Proposal p.21; section 2.5.5.3).</p> <p>5-2 Cultural Exchange & Language Enhancement: NDHU promotes international cultural exchange through various student activities such as "Let's Talk About," "Lunchtime Chats," "International Couchsurfers,"</p>

	<p>"International Nights," and "International Cuisine Fairs." These initiatives celebrate diversity and promote intercultural understanding on campus. We also provide language mentoring and support at foreign institutions for students and faculty. Additionally, we offer study companion programs, EMI language clinic, language and EMI scholarships, and teaching awards to improve students' language proficiency, communication skills, and motivate faculty to offer EMI classes (Proposal pages31-32; section 4.3.2-4.3.3).</p> <p>5-3 Student Mobility & Global Competitiveness: Founded in 1994, NDHU strives to enhance its global competitiveness by offering diverse international academic programs (BA, MA, and PhD) (Proposal p.14; section 2.3). We rank among the top 7 Taiwanese universities in hosting international students. Our goal is to promote academic and job market mobility for both local and international students.</p>
<p>二、EMI 目標設定</p> <p>1. The College of Environmental Studies and Oceanography (CEO) has set clear goals to implement EMI course to continue their efforts to meet Sustainable Development Goals (SDGs) (land and marine ecology and sustainable development).</p>	<p>As we look ahead to the future, we are filled with eager anticipation and enthusiasm. We are fully aware that your recognition of our clear goals to implement EMI courses, in alignment with our commitment to advancing Sustainable Development Goals, particularly in the fields of land and marine ecology and sustainable development, will continue to be the</p>

	<p>driving force propelling us to even greater heights of accomplishment. With your support, we are inspired to explore innovative pathways, pushing the boundaries of what can be achieved.</p>
<p>2. The percentages of students language proficiency levels attaining B2/C1 are relatively low (around 2%), whereas the proportion of English used in classes is reported to be relatively high, over 75%. How is the disparity bridged?</p>	<p>2-1 Due to the significant number of international students (the ratio of international to local students is 1:10), it's quite natural to have conversations in English, similar to the experience of studying abroad. The University is a place for students to nurture their natural academic and interpersonal skills for their future. The natural use of English has become a lingua franca rather than just an exam subject.</p> <p>2-2 At present, in the 2022 academic year, we have 402 local students and a total of 157 international students (the ratio of international to local students is 5:2). This creates a full-time English learning environment within the CEO, which is one of our strengths (see the figure below).</p> <p>2-3 English Language Integration at CEO:</p> <ul style="list-style-type: none"> ● CEO's multifaceted approach ● Ten specialized courses in English for local and international students ● In-class and extracurricular opportunities for English interaction.

2-4 Graduate Students Society (GSS):

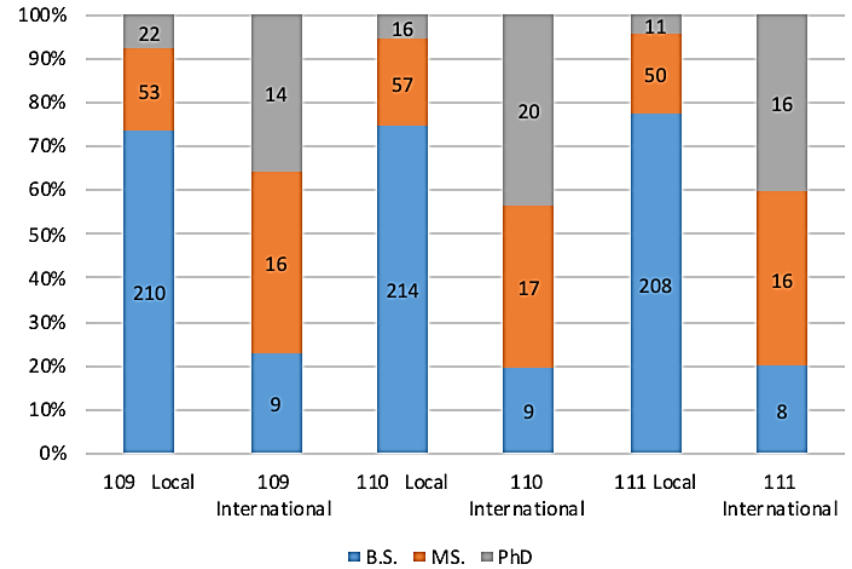
- GSS's decade-long history
- Regularly hosted events nurturing interactions
- Dynamic hubs for English language interaction.

2-5 Opting Out of English Proficiency Exams:

- Students' decisions to take or not to take the exams
- The autonomy and advantages of their approach.

2-6 Demographic Changes and Language Proficiency:

- Changes in the demographic makeup over the past three years
- Demonstrating commitment to language skills beyond B2 level proficiency



3. The percentage of EMI courses available to undergraduate students within the college is set to rise year by year (from 0% to 43.48%); however, no increase of EMI provision has been planned at graduate level. The no. of EMI courses offered at the doctoral level can be increased.

CEO's EMI Program Development:

3-1 Establishing EMI Programs:

- CEO's **initial establishment** of an international **master's and doctoral program** within the Department of Natural Resources and Environmental Studies
- Courses are **offered** for **both MA and PhD** programs, which is why the **number of MA EMI courses will exceed that of the PhD program.**
- Over a decade in operation, with plans to **expand EMI course** offerings
- Open to **both foreign and local graduate** students (Proposal p.14; section 2.3).

3-2 Success and Professionalism:

- Strong track record of success and professionalism in **EMI master's and doctoral** courses
- EMI courses **from 29 to 42** courses in 2022 (Proposal p.21; table 12)

3-3 Expansion of English-Taught Courses

- **Steady increase** in the proportion of **foreign students**
- Corresponding **rise in the number** of English courses offered

3-4 Confidence in Ongoing Progress

	<ul style="list-style-type: none"> ● Preparation for the BEST Project ● Substantial progress and continuous expansion of English-taught program
<p>三、策略規劃</p> <p>(一)機構策略與管理</p> <p>1. The CEO has established the college-level EMI Office to organize and execute EMI program, coordinating with the administrative teams at the institutional level. More EMI courses are expected to be offered, and more resources are devoted.</p>	<p>We extend our heartfelt gratitude for your approval and recognition of NDHU's EMI project. Your support has been instrumental in propelling our mission to enhance English as a Medium of Instruction within our institution. We sincerely hope that we can count on your continued support in our endeavors to further advance this project. Your ongoing partnership and collaboration are invaluable as we work together to create a more inclusive and globally competitive academic environment.</p>
<p>2. The proposal indicates that for the CEO (College of Environmental Studies Oceanography) National Dong Hwa University, only 2.51% students can pass the B2 level test. This means 97.5% students do not have enough English ability to cope with EMI. (check 2.5.4. Language proficiency of students in undergraduate studies). This is a very serious problem.</p>	<p>2-1 We appreciate your concern and this also resonates with the second comment of EMI 目標設定2, where students express their preference for taking EMI classes over undergoing English exams. We will continue encourage students to take proficiency tests earlier than they originally planned.</p> <p>2-2 As mentioned earlier, NDHU's international character allows students to voluntarily choose EMI classes based on their needs, not through compulsion. It's important to note that the lower percentage of B2 passers doesn't fully reflect NDHU students' overall proficiency. To start, the semi-international campus naturally promotes English-taught learning, without necessitating English proficiency</p>

	<p>tests for EMI class eligibility.</p> <p>2-3 Some NDHU students skip English proficiency exams due to financial constraints as these exams incur additional costs. Some choose to postpone exams until graduation, seeing it as a critical time to display their English skills, thus saving money for comprehensive language skill development. They acknowledge the growing significance of demonstrating English proficiency when approaching the job market or higher education.</p> <p>2-4 In a curriculum that provides both mandatory Mandarin and English-taught courses, students who struggle with EMI courses have the option to choose Mandarin-taught alternatives without compromising their academic performance during their four-year academic journey.</p>
<p>3. Although collaboration with the Academy of English Empowerment (AEE), the Centre of Teaching Excellence, and the Language Centre is great, how the collaboration will be strengthened to enhance EMI provision is not sufficiently presented in the proposal.</p>	<p>We are thankful for your acknowledgment. To enhance the quality of EMI teaching, CEO with cross unit's collaboration considers implementing the following strategies:</p> <p>3-1. Language Proficiency & Clear Communication: Ensure that EMI instructors possess a high level of proficiency in the English language, covering aspects such as pronunciation, fluency, and vocabulary. Encourage instructors to employ clear and easily understandable language, bridging the gap between new concepts and students' prior knowledge and real-world experiences</p>

(Proposal p.29; section 4.2.3).

3-2. Teacher Training & Technology Integration: Offer EMI instructors training programs that emphasize effective EMI teaching methods, pedagogy, and classroom management. Incorporate technology and multimedia resources to bolster EMI teaching and enrich the learning experience **(Proposal p.29; section 4.2.3).**

3-3. Course Design & Active Learning: Continuously develop and revise EMI course materials to conform to global standards and cater to the requirements of a diverse student body. Encourage the use of active learning techniques, collaborative projects, and critical thinking to effectively engage students **(Proposal p.29-30; section 4.2.4).**

3-4. Assessment & Peer Feedback: Utilize equitable and reliable assessment methods, incorporating ongoing feedback, to assess student comprehension and progress. Foster a culture where EMI instructors engage in peer observations, receiving constructive feedback from their colleagues **(Proposal p.30; section 4.2.4).**

3-5. Support Services & Quality Assurance: Provide language support services, mentorship programs, and resources to aid both students and instructors in their EMI endeavors. Create quality assurance mechanisms, conduct

	<p>frequent assessments, and guarantee ongoing enhancements in EMI teaching practices (Proposal p.29-30; section 4.2.4).</p> <p>3-6. Research and Best Practices: Stay informed about EMI best practices and conduct research to refine teaching methods.</p> <p>By implementing these strategies, AEE can significantly improve the quality of EMI teaching and provide students with a more effective and engaging learning experience.</p>
<p>(二)教師與教學 (Teachers and teaching)</p> <p>1. Developing domain-related language is helpful for teachers and students. Various measures of teaching development have been planned. Would there be practical incentives to encourage participation?</p>	<p>These initiatives represent our additional efforts to enhance EMI quality as listed in section 6 and have already been approved and legalized for the BEST project.</p> <p>1-1. Every semester, we offer faculty EMI training opportunities abroad that include the chance to earn certificates. These opportunities are part of our faculty incentives for EMI.</p> <p>1-2. Each semester, students are provided with EMI classes and offered language proficiency scholarships, designed to encourage them to enhance their domain-specific language skills.</p>
<p>2. 大約是有 1/3 的老師開過 EMI 的課程。This is nice but we need to check if students can benefit from EMI. Will they be able to follow the professors? We need to check to make sure.</p>	<p>2-1. The CEO has a significant number of international students, resulting in a substantial number of English-taught classes. This situation encourages local students to immerse themselves in an English-speaking environment</p>

	<p>(as stated in project proposal, p. 9).</p> <p>2-2. Over the years, local students have become familiar with the classes designated for Mandarin instruction and those for English-taught courses. This familiarity allows them to plan their course schedules effectively, taking into account their language preferences and barriers.</p> <p>2-3. Students won't enroll in English-taught classes if they feel that they won't understand the content and would end up making no progress toward their degree.</p>
<p>3. The proposal has outlined several measures the college plans to put in place to support the growth and enhancement of EMI teaching and learning. Consider how the teacher support mechanism can be sustainable for continuous professional development and tailored by considering different needs and readiness of EMI teachers. For example, experienced and novice EMI teachers' needs for professional development may differ.</p>	<p>Thank you for emphasizing the importance of clarifying different approaches to support novice EMI faculty. Indeed, addressing the diverse needs and varying levels of readiness among both experienced and novice EMI teachers is a paramount concern for ensuring effective professional development. Drawing from the strategies detailed above for enhancing EMI teaching quality, both experienced and novice EMI instructors can select the support that best suits their specific needs and requirements.</p> <p>3-1. AEE promotes a sustainable teacher support system by directing experienced EMI instructors towards advanced training, mentorship, and leadership opportunities, leveraging their expertise to guide and mentor novice educators.</p> <p>3-2. Novice instructors acquire valuable insights through foundational training, peer observations, and</p>

	<p>mentorship programs, establishing a strong educational foundation. AEE's class observation feedback and routine assessments are integral to fine-tuning the support system, ensuring its lasting effectiveness and impact.</p> <p>3-3. Prioritize encouraging novice EMI teachers to complete basic and advanced EMI teacher training, including training offered by foreign institutions, whether in-person or online.</p>
<p>4. Although the incentive mechanism for teachers to engage in EMI provision has been outlined, any relevant corresponding obligations will also need to be specified.</p>	<p>As stipulated in our incentive articles, teachers who have received EMI incentive payments are obligated to perform the following:</p> <p>4-1 Deliver a speech on EMI teaching development.</p> <p>4-2 Participate in a public EMI course observation.</p> <p>4-3 Share knowledge, best practices, and insights from EMI teaching experience with the broader educational community.</p> <p>4-4 Serve as an EMI tutor or mentor for novice EMI faculty.</p>
<p>5. We recommend classroom observation among peers as a strategy for continuous teacher professional development is regularly organized. It has been an effective strategy that improves teaching practices and student performance.</p>	<p>Thank you for the suggestion. Our classroom observations have indeed been conducted and subsequently reviewed by NDHU Ph.D. students, internal, and external examiners. The aim of this process is to provide valuable feedback to the instructors, enabling them to refine their teaching strategies and language usage in their EMI classes. AEE arranged for classroom observations to be recorded, and we will invite relevant internal experts from the university's Language Center, external experts,</p>

and peers to view and provide feedback. Subsequent discussions will focus on EMI course design and teaching assessment criteria, as follows:

5-1 Teaching Design

- 5-1-1. Use a paragraph-style teaching approach.
- 5-1-2. Align teaching plans with expected learning outcomes.
- 5-1-3. Design teaching tasks that cater to the development of both high and low-level cognitive abilities of students.

5-2 Language Delivery

- 5-2-1. Clearly define and emphasize important themes, concepts, and specialized terminology.
- 5-2-2. Provide language that students can understand, connecting new knowledge with prior knowledge and real-life experiences.
- 5-2-3. Use effective labeling language.

5-3 Classroom Interaction

- 5-3-1. Capture students' attention through interactive techniques.
- 5-3-2. Guide students to engage and respond.
- 5-3-3. Provide feedback in response to student reactions.

5-4 Multimodal and Cross-Linguistic Communication Strategies

- 5-4-1. Provide students with visual, auditory, and textual aids they can understand.

	<p>5-4-2. Use multimodal resources to convey information.</p> <p>5-4-3. Effectively employ cross-linguistic communication strategies.</p> <p>5-5 Oral Expression Clarity and Comprehensibility</p> <p>5-5-1. Utilize clear pronunciation, appropriate stress, and volume to convey messages.</p> <p>5-5-2. Use intonation variations to capture student attention.</p> <p>5-5-3. Employ meaningful pauses for phrasing.</p>
<p>(三)學生與學習 (Students and learning)</p> <p>1. IPA is used to place students language proficiency levels. CEFR B2 incentives are provided, and various activities are planned to increase students' motivation and to encourage students' participation. An estimated amount of the activities can be projected.</p>	<p>1-1. Language Center will offer 297 EGP classes, 10 English GE classes, 120 ESP classes per year.</p> <p>1-2. AEE will run 80 Let's Talk Abouts, 10 International Couchsurfers, 4 international EMI round tables and 8 EMI talks.</p> <p>1-3. AEE will offer NT\$ 1 million for ESP classes and B2 language proficiency self-study database and resources, NT\$ 1.8 million for English Empowerment Scholarships and NT\$ 2 million for teacher incentives and EMI training.</p>
<p>2. The proposal indicates that for the CEO (College of Environmental Studies Oceanography) National Dong Hwa University, only 2.51% students can pass the B2 level test. This means 97.5% students do not have enough English ability to cope with EMI. (check 2.5.4. Language proficiency of students in undergraduate studies). This is</p>	<p>2-1. NDHU is a place for students to nurture their natural academic and interpersonal skills for their future. As mentioned previously, given the substantial international student population, it is quite common to engage in conversations in English, similar to the experience of studying abroad. The organic use of English has evolved into</p>

<p>a very serious problem.</p>	<p>a lingua franca rather than merely a subject for examination.</p> <p>2-2. Students' English language skills are enhanced throughout a four-year period by integrating EMI into a range of academic programs. These honed language abilities are greatly prized by employers, rendering NDHU graduates more competitive in both domestic and international job markets.</p> <p>2-3. Students choose to enroll in EAP or ESP classes to prepare for and acclimate to their forthcoming EMI courses throughout their academic journey.</p> <p>2-4. By Year 3 or 4, students are usually more academically mature, allowing them to build a stronger foundation in English and acquire essential academic skills. During these later years, students tend to approach English exams with a clearer sense of purpose (not for the project's sake), understanding the significance of English proficiency for their future educational and career prospects. This understanding serves as a powerful motivator for them to prepare more diligently. In contrast, introducing exams prematurely might result in burnout and a loss of interest in the subject.</p>
<p>3. In general, there is a wide range of support planned, from general to specific language learning opportunities to support NDHU's bilingual agenda.</p>	<p>Thank you for your recognition. Your acknowledgment is not only a source of motivation but also a testament to the dedication and hard work of our team.</p>

4. Productive skills should be strengthened. The KPIs for English language support should include enhancement and assessment for productive skills (i.e., speaking and writing).

Language support initiatives on productive skills are listed below:

4-1. Language activities: Lunchtime Chats, Let's Talk About, International Couchsurfers are the support for students to enhance their speaking skills.

4-2. Language Clinic: TOEIC and IELTS speaking and writing test examiners assist in diagnosing NDHU students' speaking and writing abilities. Additionally, four skill-related classes are offered regularly every semester to ensure that students can progress at their own pace and improve their skills, as stated on **pages 11 and 20 in the proposal.**

4-3. Pre-session Language Classes: EAP, ESP, and four skill language classes are offered to incoming **freshmen in August** before the academic year begins. This initiative is designed to ease students' transition into subsequent EMI classes, providing them with essential language skills

4-4. Language Program Abroad: 24 B1-level students from across the college participated in the **Hertford College Advanced English Program** at **Oxford University** for a duration of two weeks in July 2023.

<p>(四)資訊公開 (Information to students and the public)</p> <p>1. Websites are the essential means to disseminate related information, in addition to the 'NDHU E-learning' system. Students academic performances in EMI forces are tracked by the Centre for Teaching Excellence.</p>	<p>Thank you for your recognition. We eagerly anticipate the opportunity to not only maintain your trust but also to exceed your expectations in the future</p>
<p>2. Public hearings can be a good way to get stakeholder feedback on EMI course development and to share information.</p>	<p>AEE conducts multiple public hearings to gather stakeholder feedback on EMI course development and share information. These hearings encompass various key steps:</p> <p>2-1 Pre-sessional Language Classes and Scholarship Hearings: Discussions related to pre-sessional language classes and scholarship opportunities.</p> <p>2-2 EMI Class Enrollment and Language Proficiency Incentives: Addressing EMI class enrollment procedures and language proficiency-based incentives.</p> <p>2-3 Exchange Students and Language Courses Abroad Briefing: Providing information about exchange student programs and language courses abroad</p> <p>2-4 EMI TA Recruitment Announcement: Announcements regarding the recruitment of EMI Teaching Assistants.</p>
<p>3. Information to current students can also include opportunities for students to provide feedback on their EMI studies, or raise complaints or appeals.</p>	<p>5-1 Official Channel for Complaints and Appeals: We offer an official channel known as "i-communication, (i-溝通)" allowing students to promptly submit complaints or appeals. The University Unit will review responses within 24 hours.</p>

	<p>5-2 Flexible Class Observations: Class observations can be arranged at any time as per the preference of EMI faculty.</p> <p>5-3 University-Wide Student Feedback: University-wide evaluation and feedback sessions are conducted every semester, facilitated by the Teaching Excellence Center. These sessions enable students to provide anonymous feedback to their teachers during both mid-semester and end-of-semester evaluations.</p> <p>5-4 Student Evaluation Ratings for EMI Faculty: After two years, all EMI faculty members have received student evaluations with ratings exceeding 4.1 out of a maximum of 5. Hence, there is no need to take any action for EMI faculty with low performance.</p>
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<p>(五)品質保證 (Quality assurance)</p> <p>1. EMI effectiveness and student satisfaction are obtained from students' evaluation.</p>	<p>We appreciate your recognition of our EMI efforts. Your support motivates us to consistently raise the bar and provide even greater value to our EMI institution and community. We have</p> <p>1-1 EMI Excellent Teacher Award: The annual EMI Excellent Teacher Award has consistently contributed to the improvement of EMI teaching performance.</p> <p>1-2 Diverse Backgrounds of EMI Faculty: Significant number of EMI faculty have earned their degrees abroad and are somewhat accustomed to English-medium instruction. As a result, they can readily assume EMI responsibilities.</p> <p>1-3 Language Mentor Program for Local PhD Faculty: Local PhD faculty will participate in a language mentor program and EMI community groups to prepare for excellence as EMI instructors, with most engaging in these groups as part of their preparation.</p>
<p>2. It is suggested that more concrete peer observation criteria and guidelines can be devised to assure teaching quality.</p>	<p>AEE arranged for classroom observations to be recorded, and we will invite relevant internal experts from the university's Language Center, external experts, and peers to view and provide feedback. Subsequent discussions will focus on EMI course design and teaching assessment criteria, as follows:</p> <p>2-1 Teaching Design</p> <p>2-1-1. Use a paragraph-style teaching approach.</p> <p>2-1-2. Align teaching plans with expected learning outcomes.</p>

	<p>2-1-3. Design teaching tasks that cater to the development of both high and low-level cognitive abilities of students.</p> <p>2-2 Language Delivery</p> <p>2-2-1. Clearly define and emphasize important themes, concepts, and specialized terminology.</p> <p>2-2-2. Provide language that students can understand, connecting new knowledge with prior knowledge and real-life experiences.</p> <p>2-2-3. Use effective labeling language.</p> <p>2-3 Classroom Interaction</p> <p>2-3-1. Capture students' attention through interactive techniques.</p> <p>2-3-2. Guide students to engage and respond.</p> <p>2-3-3. Provide feedback in response to student reactions.</p> <p>2-4 Multimodal and Cross-Linguistic Communication Strategies</p> <p>2-4-1. Provide students with visual, auditory, and textual aids they can understand.</p> <p>2-4-2. Use multimodal resources to convey information.</p> <p>2-4-3. Effectively employ cross-linguistic communication strategies.</p> <p>2-5 Oral Expression Clarity and Comprehensibility</p> <p>2-5-1. Utilize clear pronunciation, appropriate stress, and volume to convey messages.</p> <p>2-5-2. Use intonation variations to capture student attention.</p>
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	2-5-3. Employ meaningful pauses for phrasing.
<p>3. The proposal indicates that for the CEO (College of Environmental Studies Oceanography) National Dong Hwa University, only 2.51% students can pass the B2 level test. This means 97.5% students do not have enough English ability to cope with EMI. (check 2.5.4. Language proficiency of students in undergraduate studies). This is a very serious problem. How will we ensure the quality of education for this college if we adopt EMI?</p>	<p>3-1 Bilingual Class Options:</p> <ul style="list-style-type: none"> ● We offer mandatory courses in both Mandarin and English. <p>3-2 Instructor Support:</p> <ul style="list-style-type: none"> ● Instructors are ready to provide explanations in Mandarin if students encounter challenges with EMI course materials. <p>3-3 Peer Assistance:</p> <ul style="list-style-type: none"> ● Students can also seek assistance from their peers when facing difficulties in EMI courses. <p>3-4 Flexible Language Choices:</p> <ul style="list-style-type: none"> ● If challenges persist, students have the flexibility to enroll in courses delivered in Mandarin. <p>3-5 English Proficiency Enhancement:</p> <ul style="list-style-type: none"> ● During this period, they can focus on improving their English proficiency, better preparing themselves for future EMI courses. <p>3-6 Rare Occurrence:</p> <ul style="list-style-type: none"> ● It's uncommon for students to struggle in EMI classes yet insist on taking them, thanks to the support and flexibility we provide.
<p>4. It is good to work with the Office of Institutional Research and the Office for Sustainable Development, to</p>	<p>As outlined in the project proposal on page 7, section 2.2, the research objectives and activities of this collaboration are detailed</p>

assure CEO's EMI quality through the monitoring of dimensions and KPIs. However, how this will be actually working is not discussed. Specific research aims and actions of this collaboration needs further explanations.

below:

4-1 Aligned Objectives:

- The CEO's EMI program is aligned with the objective of equipping students with the knowledge and skills necessary to contribute to the United Nations' 17 Sustainable Development Goals (SDGs).

4-2 Connection to OIA Initiatives:

- These SDGs closely connect with the initiatives undertaken by the Office of International Affairs (OIA)'s Sustainable Development Division.

4-3 Theoretical and Practical Support:

- The CEO's EMI program not only supports theoretical research related to the seventeen SDGs but also promotes the practical implementation of these goals within the university.

4-4 Mutual Benefit:

- This synergy creates a mutually beneficial situation for advancing the SDGs within the university community.

4-5 Learning Opportunities:

- Students have the opportunity to learn and apply their understanding of sustainable development in real-world scenarios.

4-6 Win-Win Proposition:

- This approach creates a win-win proposition for both the

	<p>institution and its students, as it supports sustainable development goals and enhances students' practical learning experiences.</p>
<p>5. Although students' feedback will be collected every semester, timely feedback for teachers is necessary to enhance the quality of EMI provision.</p>	<p>5-1 The University-wide evaluation and feedback sessions occur every semester, organized by the Teaching Excellence Center. Students can anonymously communicate with their teachers during mid-semester and end-of-semester evaluations.</p> <p>5-2 Additionally, we provide an official channel called "i-溝通" allowing students to promptly submit complaints or appeals. The University Unit will review responses within 24 hours.</p> <p>5-3 Class observations can be arranged at any time as per the preference of EMI faculty.</p> <p>5-4 A significant number of EMI faculty have earned their degrees abroad and are somewhat accustomed to English-medium instruction. As a result, they can readily assume EMI responsibilities, whereas local PhD holders may require more time to receive language support before commencing their EMI classes.</p> <p>5-5 Local PhD faculty will take part in a language mentor program and actively engage in EMI community groups to equip themselves for the role of high-quality EMI instructors. The majority of them become involved in</p>

	<p>EMI community groups as part of their preparation to excel as EMI faculty.</p> <p>5-6 The annual EMI Excellent Teacher Award has consistently contributed to the improvement of EMI teaching performance.</p>
<p>(六)其他配套措施 (Other initiatives for enhancement) (含資源共享與校際合作)</p> <p>1. Sector-wide, International & industry engagements are provided.</p>	<p>We are grateful for your acknowledgment of our EMI initiatives. It's through the recognition and support of individuals like you that we find the inspiration to keep pushing boundaries and reaching for new heights.</p>
<p>2. Please show us how the resources in this college can be shared?</p>	<p>2-1. NDHU's Co-Teaching Initiatives: Students from Eastern Taiwan enroll in numerous courses at NDHU because of our diverse offering of EMI classes. Furthermore, we also collaborate with other universities in the East for co-teaching initiatives.</p> <p>2-2. Pan-Pacific University League's Shared EMI Program: The League has established an agreement for sharing classes with the EMI program, and the discussion of EMI shared courses will be a subject of focus at the upcoming annual meeting.</p> <p>2-3. Sister-university Rendezvous: Presently, we are in the early phases of collaborating with our sister universities to provide shared courses, with a particular focus on universities in Southeast Asia. This process is somewhat challenging due to time differences and complexities in</p>

	course mapping.
3. It is a positive inclusion that incentives will be provided for overseas internship opportunities at global companies to improve the capacity of students to use English for employment purposes.	We deeply appreciate your recognition of the efforts we've put into our EMI initiatives. With your recognition, we are inspired to embrace new challenges, explore innovative avenues, and continue our relentless dedication to our goals.